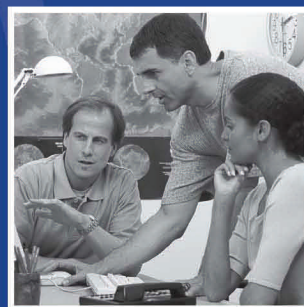


MICHIGAN'S SCHOOL IMPROVEMENT FRAMEWORK: ACTION PORTFOLIO



District Comprehensive Needs Assessment
and Planning Tools



MICHIGAN
SCHOOL IMPROVEMENT
COMPREHENSIVE NEEDS ASSESSMENT
DISTRICT





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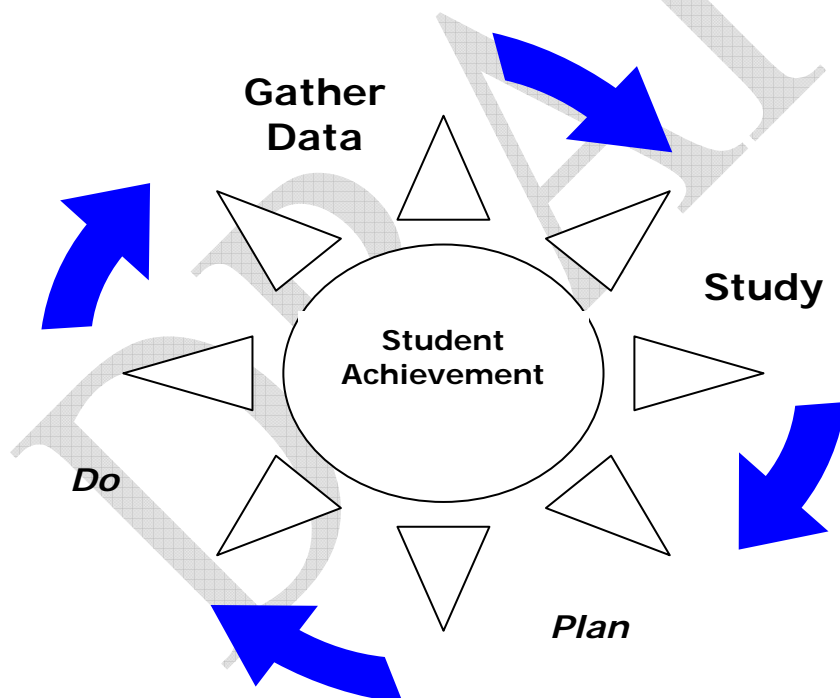
Introduction

The District Comprehensive Needs Assessment (DCNA) was developed to be used as a tool to assist a **district** staff in determining the strengths and challenges of their district. The DCNA assesses the information, and student data, as well as the system processes and protocols of practice that are in place to support student academic achievement.

Model of Process Cycle for School Improvement

The School Improvement Framework (SIF) establishes a vision for district and school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis around student achievement. They are:

- **Gather Data I** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** What did the data/information we collected tell us (gap analysis)?
- **Plan** How do we organize our work so that it aligns to our goals and resources (Plan)?
- **Do** Staff implements the strategies and action steps outlined in the plan (Implementation and Monitoring).
- **Gather Data II** Where are we now (status) and did we reach our goals (Evaluation and Revisions)?



While the SIF provides the vision for school improvement, the DCNA is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**.

The following pages provide sample data charts and probing questions to create dialogue about student and district data. They are designed to facilitate a deeper reflection into a district's data/information and protocols of practice in order to identify areas of need.

Data/information from the DCNA can be used to write a district improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. It

is suggested that a DCNA be conducted once every three years, coinciding with the district improvement planning cycle, and revisited annually for evaluation and revisions as needed. Districts that receive any of the federal grant resources are required to complete a comprehensive needs assessment in order to be eligible to receive any of the federal consolidated grant dollars.

Sources of data/information that serve the process of needs identification can include: district self-assessment using the DCNA; evaluation data from the current district improvement plan; information contained in the district report card; district's annual education report; and student test data from multiple sources.

Web sites that can assist with data collection include: www.michigan.gov/meap , www.michigan.gov/mepr , and www.michigan.gov/cepi.

The DCNA consists of three sections:

- o **District Student Data Analysis:** Assesses current student achievement data and information about the district. The resulting Student Data Analysis Report can be used for district improvement planning purposes. The report includes: 1) identification of student learning goals; 2) gaps between where student achievement is currently and where you want student achievement to be; and 3) identification of contributing causes for gaps in achievement.
- o **District Instructional Processes and Practices Analysis:** Assesses the system processes and protocols of practice that are in place to support student academic achievement. The assessment focuses on the Indicators contained in the School Improvement Framework Rubrics. Standard and Strand analysis reports have been included to organize the identified strengths and challenges in system processes and protocols of practice.
- o **District Comprehensive Analysis Report:** Provides a format to align identified student achievement challenges with system challenges. This report will provide district staff with useful information for developing the district improvement plan.

Summary of Uses for the DCNA

- o Guide the district's identification of additional resources (grants) to support its goals and objectives.
- o Periodically review and/or evaluate district implementation of indicators that are aligned to the School Improvement Framework.
- o Serve as the basis for all other needs assessments that may be required of the district.
- o Serve as the district's professional learning plan as required by Public Act 25 (PA25).
- o Serve as the district's technology plan.
- o Comply with federal grant requirements of aligning resources with identified needs through a comprehensive needs analysis. (District Comprehensive Analysis Report)

Electronic versions of this document are available at www.michigan.gov/schoolimprovement

District Information And Student Data Analysis

This section provides a model of the types of district information and student data that could be reviewed, and suggested questions that might be asked to probe into the data and information. Completion of this section is recommended, but not required.

District Profile

District Code:

ISD Code:

District Name:

Superintendent:

Person/Group completing DCNA:

Date:

District and Student Demographic Data/Information

Enrollment

1. What is the current district enrollment?

2. What has been the enrollment trend for the past five (5) years?

_____ Increasing _____ Stable _____ Decreasing

Total District Enrollment

[illegible]

Sample chart to organize student enrollment trends by grade level

3. When looking at sub-group enrollment outlined in the following chart, has the percentage of students from any group changed by more than 5% over the past five years?

If yes, for which sub-group(s)? _____

Sub Group Enrollment

Years included in the chart:

Group	Total District Enrollment									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged										
Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Homeless										
Neglected & Delinquent										
Migrant										
Gender										
Male										
Female										
Total Population										

Sample chart to organize sub-group demographics

Summary

4. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?
5. After reviewing the changes in the district enrollment trends, what implications do the data present for the district in the following areas: staffing, fiscal resource allocations, facility planning, professional development, advertisement, recruitment?

Staff

Using the information from the following charts, discuss the following questions:

1. What is the average number of years teachers in this district have been teaching?

Question	Total # Teachers	0-3 years	4-8 years	9-15 years	>15 years
Indicate how long teachers in the district have been teaching.					

2. Indicate the percentage of teachers in the district who meet the federal and state requirements for grade/subject area assignments (Highly Qualified).

Grade Level	Number of Teachers in district	% Currently Meet Criteria	% Do Not Meet Criteria	Waiver Obtained

3. If less than 100% of the classroom instructional staff meets federal and state highly qualified teacher requirements, what action(s) is the district taking to become compliant?
4. How many teachers new to the district (within 3 years) have participated in a new teacher mentor program?
5. What process is in place in the district to ensure new teachers know the curriculum content expectations for their assigned grade?
6. What activities is the district implementing to recruit, maintain, and provide ongoing training to ensure the district instructional staff is/and remains highly qualified?
7. When reviewing teacher tenure in the buildings and comparing student academic achievement data for the building, are any trends noted? Use the chart below or organize data for discussion.

Use the following chart to organize the information for discussion

School in District	Grade	Average # Years Teacher in Building	% of students at grade level

8. For each of the buildings in your district, how long has the administrator been assigned to the building?

Principal: _____

Assistant Principal(s): _____

Use the following chart to organize the information for discussion

School in District	Grade	# Years Principal in Building	% of students at G.L.*

* Grade Level

9. What conclusions can be drawn regarding consistency, training, and qualifications of staffing at the building level?
10. What other conclusions can be made based on this information?

Parent/Community

1. Discuss the types of family/community participation/engagement that are in place to support student achievement.
 - What activities generate two-way communications?
 - What activities are designed as one-way only?
 - What activities are designed to actively engage parents/community in student learning?
 - What activities are designed to enrich parent/community skills and ability to be meaningfully involved in student educational programs?
 - Do all schools in the district have parent involvement policies as required by section 1118 of NCLB?
2. Does the district have in place, the required policy statement regarding Parent Involvement?
3. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

Years included in the chart:

Group	Parent Conference Attendance									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically disadvantaged										
Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Homeless										
Neglected & Delinquent										
Migrant										
Gender										
Male										
Female										
Total Population										

4. If the district operates a Title III Part C Language Instructional Program, have all of the necessary parental notifications been sent out? When were they sent?
5. Using the following chart, list the partnerships with other agencies and community-based organizations that the district has developed to address nonacademic barriers to learning for students who are low-performing or at risk of dropping out of school.

Name of Organization/Agency	Type of Service they provide

Tab to add additional rows

6. After discussion about the participation rates for parent/community involvement, what factors did the staff identify that impact parent/community involvement?

7. Upon review of the district annual report, are all required elements regarding parent involvement of the report addressed? What elements are missing?
8. Based on a review of the data and information about parent involvement in the district, what strategies could the district use that would increase the level of effective parent involvement?

Summary of District Information: Enrollment, Staffing and Parent/Community Involvement

Use the following chart to summarize challenges/concerns/contributing factors

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

Tab to add more lines

Student Achievement Data: All Students

Continuity of Instructional Program

Students who have been in the district since kindergarten

Highest grade level in building	# of students	% of students proficient ELA	% of students proficient Math	% of students proficient Social Studies	% of students proficient Science
Students who have been in the building since K					
Student who moved into the building after K					

District should review elementary, middle school and high school levels - copy chart for each level

What additional (multiple) data sources (other than MEAP/MME) were used to inform decision-making about grade level student achievement within the district?

Additional/Multiple Measures of Student Achievement

Name and Type of Measurement Instrument	Grade Level Assessed	Subject Area Assessed
1		
2		
3		

Local Grade Level Data Reports

Grade Level Achievement - District Summary

Year:

Sample Data Charts (duplicate for multiple years)

Grade	ACS**	% HQ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
Pre K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

** ACS=Average Class Size for the grade *** % of classroom teachers who meet Highly Qualified Status

Grade Level Achievement –School Level Data (Districts are encouraged to analyze individual buildings charts from the School Comprehensive Needs Assessment to determine specific areas of instructional strengths and challenges).

School:

Sample data charts – (see completed individual School Comprehensive Needs Assessment Reports)

Grade	ACS**	% HQ***	% of Population Demonstrating Proficiency of GLCE/HSCE*							
			ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
Pre K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

*GLCE – Grade Level Content Expectations HSCE - High School Content Expectations

** ACS=Average Class Size for the grade *** % of classroom teachers who meet Highly Qualified Status

Process to identify eligible attendance areas (Title I)

This is a screen shot of required data in the MEGS application

[illegible]

1. Describe the information used to determine free and reduced lunch status of students.
2. Based on the above chart, which schools are at or above 75% of the population eligible for free/reduced lunch?
3. Which schools in the district are above the district average poverty percentage?
4. What process is in place for the district to communicate with Neglected and Delinquent institutions and Non Public schools within the district to determine their eligibility and needs for participation in federal programs?


Michigan AYP Targets

The following table provides the Michigan AYP Targets for the percent of students scoring in the proficient category of the MEAP/MME tests.

	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
Elementary							
Math	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
Middle School							
Math	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
High School							
Math	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%

Grade Level Achievement – District Aggregate

MEAP/MME Achievement Reports




MICHIGAN
Education

District Name: WANTTODIRECT PUBLIC SCHOOL
District Code: 00040

SCHOOL SUMMARY REPORT
All Except Students with Disabilities
Grade 7 - Form 01
Fall 2006
ENGLISH LANGUAGE ARTS

PEM 10-25-2006



School Name: SUPERIOR ELEMENTARY
School Code: 34567

ACHIEVEMENT

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

TOTAL ELA

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

PROGRESS

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining	123456 (100%) gaining
3-Basic	123456 (100%) declining	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining
2-Met Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) maintaining	123456 (100%) gaining
1-Exceeded Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) declining	123456 (100%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	123456 (100%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	0 (0%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	123456 (100%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	123456 (100%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

* Includes all tested forms, including Emergency form student results.

STRAND	Domain	No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																				
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
READING	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																	
	Narrative Text	999,999	14.1	20																					
	Informational Text	999,999	11.2	20																					
	Comprehension	999,999	13.2	20																					
WRITING	Writing Genres	999,999	13.5	20																					
	Writing Process	999,999	15.3	20																					
	Grammar and Usage	999,999	3.5	5																					
	Spelling	999,999	12.5	20																					

** Only includes assigned form student results. Emergency students are not included.
Due to rounding percents may not sum to 100%.

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Fall 2006 Run Date: 12/12/06 batchxxx-dtschode-0000000

www.michigan.gov/MEAP - click on MEAP test results

MEAP Assessment Test Item Analysis

The following charts are samples of reports that look at how students across the district are scoring on the MEAP/MME test items. These charts can compare schools within the district, and the district to the state. Websites for these charts are listed.

A review of the district overall performance on these test items can assist in determining if there are areas of concern with the district curriculum.

MICHIGAN
Department of
Education

District Name: **WANTTOBETTER PUBLIC SCHOOL**
District Code: **00040**

DISTRICT COMPREHENSIVE REPORT

All Students

(A)

Grade X
Fall 2006

PEM 09/27/06

meapTM
Michigan Educational Assessment Program

	No. of Students Assessed	Mean Scale Score	READING					No. of Students Assessed	Mean Scale Score	WRITING					No. of Students Assessed	Mean Scale Score	TOTAL ELA				
			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2
DISTRICT NAME	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 1	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 2	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 3	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 4	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 5	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 6	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
SCHOOL NAME 7	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 8	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 9	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 10	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 11	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 12	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 13	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%

Performance Level
1 & 2 - Met/Exceeded
1 - Exceeded Standards
2 - Met Standards
3 - Basic
4 - Apprentice

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
< = No summary scores provided if <10 students.

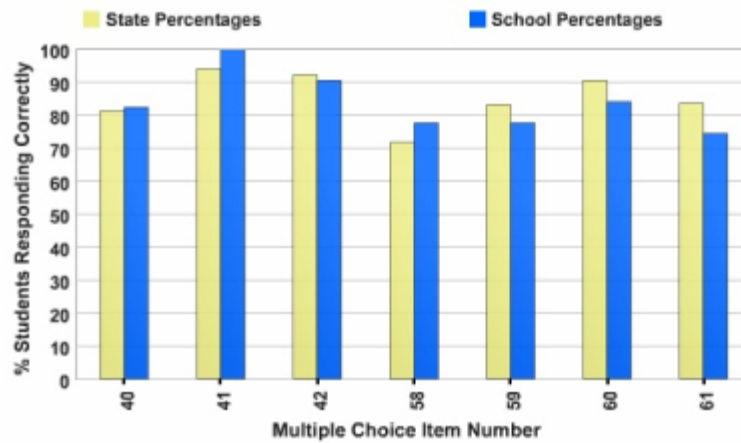
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www.michigan.gov/MEAP - click on MEAP Test Results - (you must be an authorized user)

Comparative Item Analysis

Math Comparative Item Analysis (Strand: Measurement) for Training Elementary School Grade: 03



Comparative Item Analysis Table

Item Number	Total Students	% Students Responding Correctly - School	% Correct Responses - State	GLCE	Description
40	51	82.3%	81%	G.SR.02.05	Classify familiar plane and solid objects
41	62	100%	93.8%	G.SR.02.05	Classify familiar plane and solid objects
42	56	90.3%	92%	G.SR.02.05	Classify familiar plane and solid objects
58	48	77.4%	71.6%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
59	48	77.4%	83.1%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
60	52	83.9%	90.5%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
61	46	74.2%	83.5%	G.GS.02.04	Know curved/straight lines, curved/flat surfaces

The above sample chart is available to schools in the pilot sites only.
(Calhoun, Macomb, Shiawassee, Gratiot-Isabella, and Jackson).

Discussion Questions About District Level Student Data: All Students

Using the information gathered about the district's overall instructional program, and individual school analysis of their grade level achievement data, discuss the following questions.

1. What trends have been identified when looking at the three years of MEAP/MME of data for the district?
2. What percentage of students moving from basic to proficient, proficient to advanced (MEAP/MME)
3. What are the differences in achievement between students who have been in the district for all of their instructional experience and those students who moved into the district from another district?
4. What data/information (other than MEAP/MME/GLCE/HSCE) does the district use to measure student achievement at each grade level?
5. When looking at additional (multiple) data sources, were there any discrepancies between the sets of data? If so:
 - o How do additional data sources compare?
 - o Are the data from the additional data sources congruent with MEAP/MME results?
 - o What discrepancies were noted?
5. How are these different data sources used for planning purposes?
6. Which of the schools within the district demonstrate consistently high levels of student achievement?
7. What actions has the district taken to identify the strategies being used by these successful schools, for the purpose of possible replication throughout the district?
8. For schools within the district that are demonstrating a pattern of low student achievement, what actions has the district taken to support these schools?
9. What assessment data is used to identify individual students who are at risk of not meeting the state student academic achievement standards for remediation? How are students identified for participation in any of the federal categorical programs from which the district receives resources?
10. How are buildings within the district identified for participation in federal programs?
11. Based on the data charts for student grade level achievement, were any areas identified as a concern?
12. For any grade level identified as a concern (significant gap in student achievement), after reviewing the data and information, what has the district staff determined to be a leading cause for the gap in student achievement?
 - o Which grade level(s) presents a concern?

- Based on an individual building grade level analysis of student achievement, which building demonstrates a significant grade level gap in student achievement?
 - What contributing cause for the gap did the individual buildings involved identify?
13. After review of the district level MEAP item analysis report, in which skill areas are students performing well?
 14. Are there any skill areas where there is a 10% or greater gap between the district and the state scores?
 15. What has the district staff determined to be a leading cause for this gap?
 16. What process does the district have in place to review and assure curriculum alignment with the state standards?
 17. What process is in place at the district level to assure the curriculum is enacted at all grade levels/classrooms within the district?
 18. How is this process monitored?
 19. How does the district use this information to improve teaching and learning practices?

As a result of this review and discussions about student achievement within the district, use the following chart to organize the areas of concern identified during discussions about student data.

Student Achievement Data Summary - All Students

Area(s) of Concern Noted	Factors identified that contribute to Concern	Schools within the district who also noted this Concern	Possible Action(s)

Student Data - District Analysis by Sub-group (full year students)

Group (<30)	% of Students Scoring in Each Category											
	Reading			Writing			Total ELA			Math		
	B	P	A	B	P	A	B	P	A	B	P	A
Social Economic Status (SES)												
Ethnicity												
Students with Disabilities												
Limited English Proficient (LEP)												
Homeless												
Neglected & Delinquent												
Migrant												
Gender - Male												
Gender - Female												
Aggregate Scores												
State												

Group (<30)	% of Students by Category					
	Science			Social Studies		
	B	P	A	B	P	A
Social Economic Status (SES)						
Ethnicity						
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender - Male						
Gender - Female						
Aggregate Scores						
State						

Discussion Questions About Sub-Group Student Data: (Special Education and LEP will be addressed in the next section)

Using the information gathered about the district's sub-group achievement data, and individual school analysis of their grade level achievement data, discuss the following questions:

1. Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets?
2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets?
3. What trends have been identified when looking at the three years of MEAP/MME data for these sub-groups?
4. Using information from the individual school CNA, review the school data for these same charts and identify any of the schools in the district that would be a concern, based on their sub-group analysis. What trends across schools were noted?
5. Does the district have any of these sub-groups with more than 1, but less than 30, students in them? If so, are these students scoring at or above grade level in all content areas? How is this being monitored to ensure **all** students will be successful?
6. How are individual students identified for remediation and/or participation in any of the federal categorical programs from which the district receives resources?
7. Which of the schools within the district demonstrate consistently high levels of student achievement in the various (or individual) sub-groups?
8. What actions has the district taken to identify the strategies being used by these successful schools for the purpose of possible replication throughout the district?
9. For schools within the district who are demonstrating a pattern of low student achievement within particular sub-groups, what actions has the district taken to support these schools?
10. What support services are currently being provided for students who are homeless, migrant, reside in institutions for neglected and delinquent or are gender or ethnic based?

Services	Homeless	Migrant	N&D	Gender Based	Ethnic Based

11. How are these programs evaluated? How effective have these programs been in raising the level of student achievement for each of these groups?

Use the following chart to organize the area of concerns, factors, and actions based on the review and discussions around sub-group student academic achievement. (Special Education and Limited English Proficient are discussed separately following this section)

Summary of Sub-Group: Concerns, Factors, and Actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

Review of Special Education Population

Students Taking the MEAP/MME

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category											
			ELA			Math			Science			Soc.Stu.		
			B	P	A	B	P	A	B	P	A	B	P	A
Mainstreamed (General Education.)														
Special Ed. (Self-Contained)														

Students Taking an Alternative Test

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category											
			ELA			Math			Science			Soc.Stu.		
			B	P	A	B	P	A	B	P	A	B	P	A
Mainstreamed (General Ed.)														
Special Ed. (Self-Contained)														

Students Taking a Modified Test

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category											
			ELA			Math			Science			Soc.Stu.		
			B	P	A	B	P	A	B	P	A	B	P	A
Mainstreamed (General Ed.)														
Special Ed. (Self-Contained)														

Note: B=Basic, P=Proficient, A=Advanced

(www.michigan.gov/MEAP - click on MEAP Test Results)

Discussion Questions for Special Education Sub Group Analysis

1. If the disabilities sub-group is not meeting state standards in a content area, is there a difference in performance between students who are mainstreamed and those who are in self-contained programs?
2. Based on staff discussions about the data, what has the district determined to be the leading cause for the difference in performance between these two groups?
3. What curriculum is used with each group, and how is it aligned with the State Curriculum Framework/Expanded GLCE for Special Education Students, Grade Level Content Expectations and/or the High School Content Expectations?
4. What modifications are being made at the building level to ensure students are successful in achieving state standards?
5. How does the percent of identified special education students in the district compare to the state average?

6. Is the identification rate for any specific eligibility category higher or lower than the state average?
7. How are services provided that will help the student become successful in the general education program?
8. How many students with disabilities in the district participate in the MEAP/MME testing (number enrolled vs. number participating)?
9. Are there any buildings, grade levels, subject areas, or disability groups with increased or decreased participation in MEAP/MME?
10. How does the district and/or the individual schools identify interventions that are needed to prepare and move students closer to full participation in the MEAP/MME using no accommodations other than standard accommodations?

Summary of Special Education Sub-Group: Concerns, Factors, and Actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

Limited English Proficient (LEP) Group Demographics

Using these sample charts, list which languages are included in the district's LEP sub-group.

MEAP/MME

[illegible]

*10 or more students within the language group B=Basic, P=Proficient, A=Advanced

English Language Proficiency Assessment (ELPA)

[illegible]

(www.michigan.gov/MEAP - click on MEAP Test Results)

Discussion for LEP Sub Group Analysis:

1. For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area?
2. Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards?
3. If the district has less than 30 students in the LEP sub-group, how is their progress monitored?
4. What services are currently being provided?
5. If buildings identified concerns within their CNA for the LEP sub-group, what did they identify as contributing causes for the gaps in achievement?
6. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?

Summary of Limited English Proficient Sub-Group: Concerns, Factors, and Actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

DRAFT

Non-Academic Student Data: All Students

Mobility Data

Years included in chart:

Mobility									
Grade	# of Students			Number Entering			Number Leaving		
Years	1	2	3	1	2	3	1	2	3
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

Discipline Data: All Students

Years included in chart:

Grade	# of Students			# of Suspension*			# of Expulsions			Unduplicated Counts		
Years	1	2	3	1	2	3	1	2	3	1	2	3
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

*Suspension is any occurrence that results in out of classroom

Enrollment and Graduation Data: All Students

Years included in chart:

Grade	# of Students			Early entrance to Kindergarten			# Students in course/grade acceleration			Early HS graduation			# of retentions			# Promoted to next grade		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Years																		
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		

Graduation Rate - Total District

	2003-2004	2004-2005	2005-2006	2006-2007
Graduation Rate				
Drop out Rate				
Attendance Rate				

Graduation Rate - Sub-Group for years:

Sub Group	Graduation Rate				Drop Out Rate				Attendance Rate			
	1	2	3	4	1	2	3	4	1	2	3	4
Years												
SES												
Ethnicity												
Disabilities												
LEP												
Homeless												
Neglected & Delinquent												
Migrant												
Gender												
Male												
Female												

Number of Students Enrolled in Extended Learning Opportunities: All Students

Years included in chart:

Number of Students in building by grade	# Enrolled in Advanced Placement Classes			# Enrolled in International Baccalaureate Courses			# of Students in Dual Enrollment			# of Students in CTE/Vocational Classes		
	1	2	3	1	2	3	1	2	3	1	2	3
6												
7												
8												
9												
10												
11												
12												

Sub-Group Analysis

Years included in chart:

Group	# Students			# of Absences <10			# of Suspension			# of Expulsions			Unduplicated Counts		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Years															
SES															
Ethnicity															
Disabilities															
LEP															
Homeless															
Neglect & Delinquent															
Migrant															
Gender															
Male															
Female															
Totals															

Years included in chart:

Group	# of Students			# of Retention s			# of Drop out			# Participating in extended learning opportunities			# Promoted to next grade			Mobility					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Entering			Leaving		
Years																1	2	3	1	2	3
SES																					
Ethnicity																					
Disabilities																					
LEP																					
Homeless																					
N & D																					
Migrant																					
Gender																					
Male																					
Female																					
Totals																					

Summary Questions for Discussion:

Using data about the district's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the district and for each identified sub-group?
2. Has the mobility rate changed over time?
3. What is the average student attendance rate? (For whole school and by sub-group).
4. What percentage of students missed more than 10 days of school? Is there a high concentration in any of the sub-groups?
5. Are there grade level differences in attendance?
6. What is the trend of dropouts over the past 3-5 years (whole district and sub-group)?
7. Has the dropout rate decreased, increased, or stayed the same?
8. What does the dropout pattern look like when disaggregated by sub-group for individual schools? (Review individual school CNA data).
9. Is there a grade level that has a higher percentage of students dropping out? Is there a school within the district who demonstrates a higher rate of dropouts?
10. What are the achievement levels of students who drop out of school?
11. What are the attendance patterns of students who drop out of school?
12. What are the discipline patterns of students who drop out of school?
13. What percentage of eligible students are participating in extended learning opportunities?
14. Are the participation rates increasing in extended learning opportunities?
15. What is the district doing to inform students and parents of extended learning opportunities?

Summary of Student Non-Academic Data: Concerns, Factors, and Actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

Perception Data

Student

1. In what ways does the district collect information about student perception in the following areas:
 - o How they feel about their school; their teacher; their principal?
 - o What they think the teachers and principal(s) feel about them?
 - o What they feel the staff expectations are for their learning ability?

Parent/Guardian

2. In what ways does the district collect information about parent/guardian perception in the following areas:
 - o Teacher preparation and ability to prepare their children to be successful learners?
 - o Principal(s) effectiveness?

Staff

3. In what ways does the district collect information about staff perceptions in the following areas:
 - o High expectations for all students?
 - o Coherence of instructional program?
 - o Leadership effectiveness and support?

Community

4. In what ways does the district collect information about community perception in the following areas:
 - o Teacher preparation and ability to prepare all students to be successful learners?
 - o Principal(s) leadership abilities?
 - o Staff having high expectations for all students?

Summary Discussion: Perception Data

1. In what ways does the district use this perception information to inform decision-making activities?
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Professional Development Assessment

In order to incorporate the required state professional development plan into your district improvement plan, discuss the following questions and identify area of needs:

1. Based on a review of the professional development needs/activities identified by buildings within the district (review individual building CNA reports) what trends were noted in the needs/activities identified by the buildings?
2. What activities have the district provided that will build collaborative decision making skills for administrators and teachers in the district?
3. What activities has the district provided that will improve site-based decision making skills for school leaders?
4. What activities has the district provided that will improve the school improvement planning process to better meet the teaching and learning needs within the district?
5. What activities does the district currently have in place to improve instructional leadership skills for building administrators?
6. Describe how professional development activities are collaboratively designed to support building level school improvement efforts. How are they tied to teacher or student identified needs? Who is involved?
7. What resources are available to support district professional learning activities?
8. What activities has the district identified to support classroom teacher use of student achievement data to guide instruction and remediation activities within the building(s)?
9. How does the district currently use professional development as a way to eliminate the achievement gap?
10. What policy/practice does the district have in place to support professional learning communities?
11. Describe the district plan to provide staff ability to effectively use technology for teaching and learning activities.
12. How are professional learning activities that are offered, measured for their impact on teaching and learning?
13. After reviewing the school, staff, parent and community, and student achievement data for the district, and information about professional development needs identified by schools within the district, what did the district identify as areas of need for professional development?

Summary of Professional Development: Concerns, Factors, and Actions

Area(s) of Concern noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible action(s)

Technology Assessment: (Necessary if applying for E-rate funding)

1. Describe the District Technology Protection Measure that is/will be in place to block or filter adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).
2. How will the district monitor adult and student use of the internet?
3. Does the district have an Internet Safety Policy in place? Does it meet the requirements as outlined in the state Technology Planning and CIPA requirements?
4. Does the district have a process to provide public notice and hearings about the Internet Safety Policy?
5. Based on a district wide assessment, what telecommunication services, and hardware support teaching and learning within the district?
6. What actions has the district taken to identify and promote curriculum and teaching strategies that integrate technology effectively into curriculum and instruction?
7. How has the district adjusted its curriculum to include technology literacy of all students?

For more information on these requirements go to: www.siuniversalservice.org/reference/

Summary of Technology Assessment: Concerns, Factors, and Actions

Area(s) of Concern noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible action(s)

Conclusion Summary Discussion

Based on staff review of all the information and data about the district, schools within the district, student academic and non-academic data, sub-group desegregations, and staffing, (review the summary charts in each area), consider the following questions:

1. How can information about student achievement data be used for curriculum, instruction, and remediation purposes?
2. What implications does this information have on the following:
 - District level resource allocation?
 - Professional development?
 - Staffing?
 - Instructional materials?
 - Support resources?
 - Parent/community involvement?
 - Technology integration?
 - Data management systems to support data-driven decisions at both district and school levels?
3. In review of all of the tables labeled: **"Concerns, Factors, and Actions"**, which items would the district identify for inclusion in its district improvement plan?

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible Action(s)

4. For any item that the district will address within the district improvement plan, how will district strategies and actions align with and support the strategies and actions outlined in the individual building school improvement plans?

Goldenrod

District Student Data Analysis Report

This document provides districts with a report on Student Achievement Strengths and Challenges. Also included is a chart that can be used to list the district's student achievement goals, needs statement, and contributing causes for the gap for inclusion in a District Improvement Plan. The following charts must be completed if you will be using the web site for electronic completion of the CNA.

Goldenrod

- Based on a review of the data and the staff discussion around the questions on the preceding pages, state the district's conclusions regarding the strengths and challenges of student learning need.

Strengths:
Challenges:

- What content area goals has the district established for student achievement that will be address in the district improvement plan? (Use chart below to list.)

Content Area	Student Achievement Goal	Status*
1. English Language Arts		
2. Math		
3. Science		
4. Social Studies		

* () Active goal, () Maintenance goal, or () Revised Goal

- For the goals listed above, what did the student data identify as the gap between where current student achievement is and where the district would like it to be? (Use the chart below to list.)

Student Achievement Goal	Need: Identified Gap*
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	

* Gap refers to the difference between where students are currently achieving and where the district would like achievement to be.

- For each of the identified gaps listed above, based on the district's discussion about current trends in student learning, what has the district determined to be the leading cause(s) for the gap in performance? (Use the following chart to list.)

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
1.	
2.	
3.	
4.	

Goldenrod

The following charts can be used to summarize content area goals that the district has established. The chart will allow you to identify those goals that reflect a current need (Active Goal) as well as those goals that are not currently identified as a need, but that the building wants to maintain resources to support continued success (Maintenance Goals). The chart will also provide the opportunity to indicate if the goal is being revised (Revised Goal) from its original statement.

The chart below can be copied and used for each of the goals identified.

Goal chart

District:	School Year:
Section I: Comprehensive Analysis of Student Achievement	
Content Area:	<input type="checkbox"/> Active Goal* <input type="checkbox"/> Maintenance Goal* <input type="checkbox"/> Revised Goal*
Student Goal Statement:	
Statement of gap in student achievement (Need Statement):	
Contributing Cause for the gap in student achievement:	
List the multiple sources of data used to identify this gap in student achievement:	

*Active Goals are goals that reflect areas of current challenge

*Maintenance Goals that are areas that are not currently a challenge area, but strategies to maintain/increase current level of achievement are needed, and

*Revised Goals indicate changes from original plan.

Completed goal charts can be copied and pasted into Section I of the District Comprehensive Analysis Report on Student Achievement and System Processes and Protocols of practices at the end of this CNA (Green sheets).

Resource Integration

Federal NCLB law requires districts to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as; Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

For goals that the district has established, discuss how you will utilize all available resources to support those goals.

1. What grant related resources have been secured to support student achievement goals in this district?

(Tab to add additional lines)

Grant	Goal Area(s)	Services Provided	Grades Served	School or District Program	Total Amount of Funding

2. How are decisions made about how these resources will be used to support student achievement?
3. Who is involved in this decision making process?
4. Of the grant resources listed above, identify the percentage of each that support district level initiatives and the percentage that supports individual school initiatives.
5. How is the impact of these resources on student achievement evaluated?
6. Based on the evaluation of the use of these support resources, how effective have the strategies been in improving student achievement?
7. What changes in how these resources are used would staff recommend to better support the district and/or school student achievement goals?
8. How many of the buildings within the district operate as Title I Schoolwide buildings?
9. What needs did the Title I Schoolwide buildings identify as a result of their required comprehensive needs assessment for Schoolwide planning?

Schoolwide Buildings in District	Needs Identified	Strategies They developed

10. How will the district provide technical assistance and support for these schools as they implement their schoolwide strategies?

District Comprehensive Analysis Report

District System Processes & Practices

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 1: CURRICULUM

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK A: ALIGNED, COHERENT, AND INCLUSIVE CURRICULUM

DISCUSSION QUESTIONS			
1. How are the district learning standards aligned with the content expectations or the Michigan Curriculum Framework? 2. What are the district processes for coordinating curriculum district-wide? 3. How does the district assure that the written curriculum is vertically and horizontally aligned across content areas and grade levels? 4. What strategies does the district use to communicate information about the curriculum to parents?			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> Although district policies and procedures for curriculum alignment are in place, the focus has been solely on alignment of curriculum within grade levels and content areas and little attention has been paid to the alignment of instruction and assessment.	<input type="checkbox"/> The district is in the process of completing the alignment of curriculum, instruction, and assessment. <input type="checkbox"/> The district has initiated the documentation of a challenging curriculum that meets the needs of all students and addresses issues of equity and diversity.	<input type="checkbox"/> Collaboration across instructional levels has resulted in the consistent alignment of curriculum, instruction, and assessment in the core curriculum areas with the Michigan Content Expectations (GLCE, HSCE) or the Michigan Curriculum Framework. <input type="checkbox"/> Curriculum documents represent a vertical and horizontal picture of what is expected at grade levels and content areas. <input type="checkbox"/> Curriculum documents address issues of equity, diversity, and inclusion.	<input type="checkbox"/> The district assures that the schools have a collaboratively developed, coherent, and rigorous curriculum based upon a vision of good instruction. This curriculum is aligned with the Michigan Content Expectations (GLCE, HSCE) or the Michigan Curriculum Framework and incorporates essential content and quality assessments. <input type="checkbox"/> Curriculum documents are designed to facilitate efficient use by all instructional staff and the results of their use are observable at the classroom level. They are the key source for curriculum planning across instructional levels in all disciplines and reference the appropriate state and district learning standards. <input type="checkbox"/> The curriculum documents are organized in a way that allows users to visualize the information within and across grade levels and content areas. <input type="checkbox"/> The curriculum provides for challenging content and its inclusiveness reflects a commitment to equity and diversity.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
<input type="checkbox"/> School Improvement Framework		I-1A1 Curriculum Documents; I-1A2 Standards Alignment; I-1A5 Inclusive; I-1B1 Staff	
<input type="checkbox"/> Curriculum guides		Guides reference the Michigan Curriculum Framework and contain benchmarks, content expectations, and scope and sequence	
<input type="checkbox"/> Curriculum maps		Maps contain specific information regarding what is taught and where it is taught	

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD I: CURRICULUM

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK B: COMMUNICATED AND ARTICULATED CURRICULUM

DISCUSSION QUESTIONS			
1. How does the district curriculum provide for students' active involvement in the construction and application of knowledge? 2. How does the district articulate the essential curricular content? 3. What district policies support school level and district-wide communication about the curriculum? 4. What process does the district use to establish and build a common knowledge and understanding of the curriculum? 5. What is the curriculum review process and how often does it occur?			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The district has not focused on the development of a scope and sequence in each core area. <input type="checkbox"/> Communication and articulation of the curriculum is the responsibility of each individual school. <input type="checkbox"/> District policies do not delineate procedures regarding communication of the curriculum to parents.	<input type="checkbox"/> The district is in the process of developing a written curriculum which is focused on teachers' and students' active involvement in the construction and application of knowledge. <input type="checkbox"/> The district has developed curriculum documents for all grades and content areas and is in the process of designing a scope and sequence. <input type="checkbox"/> The district has one primary strategy for communicating the curriculum to parents.	<input type="checkbox"/> The district has a written curriculum which is focused on teachers' and students' active involvement in the construction and application of knowledge. <input type="checkbox"/> The district sets clear expectations for the vertical and horizontal articulation of curriculum, instruction, and assessment. <input type="checkbox"/> The district has articulated clearly stated policies and suggested procedures that provide a uniform application of the curriculum at the school level. <input type="checkbox"/> Several strategies are in place to communicate the curriculum to parents.	<input type="checkbox"/> The district has a coherent and coordinated approach to curriculum which is focused on teachers' and students' active involvement in the construction and application of knowledge. <input type="checkbox"/> The district has created scope and sequence documents which demonstrate the spiraling of content and skills across all grade levels and content areas. They promote a coherence in curriculum, instruction, and assessment. <input type="checkbox"/> The district facilitates a cross-school dialog to provide common articulation of the curriculum. <input type="checkbox"/> A variety of strategies are in place to provide parents the opportunity to have a clear understanding of the curriculum including strategies to communicate with a diversity of language backgrounds.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Framework	I-1A1 Curriculum Documents; I-1A3 Articulated Design; I-1A4 Curriculum Review; I-1B1 Staff; I-1B3 Parents
<input type="checkbox"/> Curriculum documents:	Vertical alignment of scope and sequence by content; horizontal alignment of grade level/course curriculum; listing of skills within content areas and across grade levels.
<input type="checkbox"/> Meeting agendas	Description of parent education sessions
<input type="checkbox"/> Written documents; brochures; flyers	Focus on understanding of curriculum in parent-friendly language

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK A: SYSTEMIC PLANNING FOR QUALITY INSTRUCTION

DISCUSSION QUESTIONS

1. What is the district-wide vision for quality instruction?
2. How does the district assure that research-based instructional practices are being implemented across the district?
3. In what ways does the district support the schools in providing culturally relevant instructional practices?
4. How does the district promote common instructional practices at each grade level? Across grades?

SCOPE OF PRACTICE

GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> Instructional planning occurs independently at each school, primarily by grade level or content area. <input type="checkbox"/> Individual teachers have the autonomy to choose their own version of best practices.	<input type="checkbox"/> The district has directed each school to develop and implement its own vision of best instructional practice. <input type="checkbox"/> Teachers are held accountable by the school administration to implement best practice strategies in the classroom. <input type="checkbox"/> Some evidence exists at the individual school level that demonstrates the use of best practice strategies.	<input type="checkbox"/> The district has in place a process to establish a common instructional framework that includes representation from all schools. <input type="checkbox"/> The framework is based upon rigorous instructional practices and addresses developmental appropriateness, various learning styles, and cultural differences. <input type="checkbox"/> All schools in the district can demonstrate, through classroom practices, consistent implementation of the framework.	<input type="checkbox"/> A widely held research-based vision of good instruction has been developed through active cross-district dialog with representation from all schools, instructional levels, and content areas. <input type="checkbox"/> The common instructional framework is based upon data from student work and assessment results and consistent with the district's scope and sequence. <input type="checkbox"/> The framework includes proven strategies at each instructional level and content area to address rigorous instruction, developmental appropriateness, various learning styles, and cultural differences. <input type="checkbox"/> Extensive use of the framework is clearly visible in the classrooms at each school in the district.

POSSIBLE DATA SOURCE(S)

EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS

<input type="checkbox"/> School Improvement Framework	I-2A1 Content Appropriateness; I-2A2 Developmental Appropriateness; I-2B2 Best Practice
<input type="checkbox"/> Written Instructional Framework	Consistency with scope and sequence; examples of rigorous instructional practices; provisions for learning styles and cultural differences
<input type="checkbox"/> District adopted texts and other resources	Materials are aligned with standards and field tested

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK B: COHERENT AND EFFECTIVE SUPPORT FOR THE DELIVERY OF INSTRUCTION

DISCUSSION QUESTIONS			
1. What structure is in place to provide time specifically for teachers to dialogue about instructional practices geared to meeting the needs of a diverse student population? 2. Describe the measures taken by the school to ensure that all students will have the support they need to meet the required expectations.			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The district periodically provides whole district professional development focused on particular instructional practices. These practices are not part of a coherent framework. <input type="checkbox"/> It is up to the individual teachers to determine the most effective way to implement the results of professional development. <input type="checkbox"/> Additional support for Special Education students is provided as required by law.	<input type="checkbox"/> The district has formed instructional level and/or content area teams to identify effective instructional practices. These teams are in the process of developing instructional frameworks for their grade level or content area. <input type="checkbox"/> Team participants employ the strategies in their individual classrooms and share the results with the entire school and recommendations are made to the district. <input type="checkbox"/> The district mandates that the school support low achieving and Special Education students through their formula budgets or with additional resources as required by law.	<input type="checkbox"/> The district directs the schools to target resources to implement professional development plans that support a common instructional framework. <input type="checkbox"/> The district assists the schools as they attempt to provide collaborative teams with common time to implement the framework. <input type="checkbox"/> In addition to the school's budget, the district allocates on a formula basis, additional resources to support low-achieving and Special Education students.	<input type="checkbox"/> The district supports the implementation of a common instructional framework through the provision of a coherent professional development program designed to train instructional staff to skillfully implement the framework. <input type="checkbox"/> To enhance the professional development program, the district provides resources and logistics to support the implementation of collaborative school teams. <input type="checkbox"/> The district has collaboratively developed and implemented a system-wide plan to provide extra support for low-achieving and Special Education students. As a result, all students receive the structural and instructional support needed to achieve.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
<input type="checkbox"/> School Improvement Framework		I-2B1 Delivered Curriculum; I-2B3 Student Engagement; II-2A2 Learning Focused (Leadership Strand II)	
<input type="checkbox"/> District Professional Development Plan		Coherence of plan; demonstration of professional development focused on a common framework	
<input type="checkbox"/> Plans for Special Populations		Demonstration of support for low-achieving and Special Education students	
<input type="checkbox"/> School schedule; School Improvement Plan		Description of collaborative team structure and schedule	

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

BENCHMARK A: USE OF MULTIPLE MEASURES TO SUPPORT SCHOOL-WIDE DECISION-MAKING

DISCUSSION QUESTIONS			
1. How does the district monitor the effectiveness and usefulness to the schools of data gathered at the district level: to inform progress in student achievement? to analyze and reform instructional practice? 2. What types of data is gathered to evaluate the internal operations at the district level? What changes have occurred as a result of this analysis?			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data.	<input type="checkbox"/> In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training. <input type="checkbox"/> The district annually reviews policies and procedures to determine whether any revisions are required.	<input type="checkbox"/> Each year, the district provides the school an analysis of multiple measures of data. <input type="checkbox"/> School teams meet to review their school's longitudinal data patterns and these analyses are shared across the district to set the direction of instruction. <input type="checkbox"/> An annual data-based evaluation of the district's performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results.	<input type="checkbox"/> The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. <input type="checkbox"/> Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. <input type="checkbox"/> District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Framework	I-3A3 Multiple Measures; I-3B2 Informs Curriculum and Instruction; I-3B3 Meets Student Needs
<input type="checkbox"/> District Data System	Evidence of disaggregation of data through multiple sources; documentation of longitudinal data-gathering
<input type="checkbox"/> District Improvement Plan	Documentation of data informing progress on achieving district targets

School Improvement Framework Strand Analysis Report

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators with Strand I of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part I of the district CNA, they can be aligned with as support.

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand I: Teaching for Learning

Summary of Self-Assessment

[illegible]

* Other

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK A: HIGH STANDARDS AND CLEAR EXPECTATIONS

DISCUSSION QUESTIONS

1. How does the district communicate high standards for teaching and learning and monitor implementation of these standards?
2. How do district leaders model the belief that all students can learn to high standards? How does the district help all staff to share this belief and behave accordingly?
3. What accountability measures does the district employ to assure that all adults are accountable for student success?
4. What strategies are employed at the district level to close the achievement gap?
5. How does the district support the schools in the implementation of rigorous and equitable practices?

SCOPE OF PRACTICE

GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <input type="checkbox"/> It is the responsibility of the school principal to monitor instruction and provide feedback regarding achievement test results. <input type="checkbox"/> The district expects individual schools to use achievement test scores as the basis for the design of initiatives to improve instruction. <input type="checkbox"/> There is an awareness in the district of the importance of implementing rigorous instructional practices. The results of this initiative are beginning to occur at the school level. <input type="checkbox"/> The district expects each school to review and modify its equitable practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district expects yearly improvement on achievement test scores and holds principals accountable for student success. Achievement test results at each school serve as the basis for the provision of feedback on instructional practices. District personnel devote particular attention to schools not meeting achievement standards. <input type="checkbox"/> The district provides guidance and information to schools on strategies to improve instructional practices and measures their success by an improvement in achievement test scores. <input type="checkbox"/> In order to improve school achievement, the district provides guidance in the design of support systems for students needing additional academic support. <input type="checkbox"/> The district is focusing on the implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated by school leaders. <input type="checkbox"/> There is a common understanding in the district of the importance of equity in everyday schooling. Although some equitable practices are occurring at the schools, the district expects further implementation. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district has clear expectations for instructional practices designed to improve student outcomes. All instructional staff are held accountable for student success. District personnel support, monitor and provide feedback to all schools, with particular attention paid to schools not meeting achievement expectations. <input type="checkbox"/> The district provides support for the improvement of instruction through district-wide initiatives with a common focus. The school board is provided feedback regarding school achievement and the success of district-wide initiatives. <input type="checkbox"/> In order to close the achievement gap, the district devotes time and resources to assist the schools in providing support systems to address all students' needs including academic, social and cultural. Results are measured through improved school achievement results. <input type="checkbox"/> The district is providing leadership and resources in the full implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated jointly by district personnel and school leaders. <input type="checkbox"/> Equity is a core value in the district. The district has assisted each school to take responsibility and they are implementing equitable practices for all students. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district has clear expectations for instruction and monitors schools to assure improved outcomes for students. All adults in the system are held accountable for student success. The superintendent expects excellence by all, monitors performance, and provides feedback to district personnel. District personnel, in turn, support, monitor and provide feedback to all schools. <input type="checkbox"/> District leaders are involved in the improvement of instruction, highly visible in the schools, and educate and engage the school board on powerful instruction. <input type="checkbox"/> In order to close the achievement gap, the district partners with each school to develop extensive support systems to address all students' needs including academic, social and cultural. Results are visible at the district, school and classroom level. <input type="checkbox"/> Rigorous instructional practices for all students and a common understanding among teaching staff of what constitutes quality student work are in place at each school. The district monitors the extent of implementation at each individual school. <input type="checkbox"/> Equity is a core value in the district. As a result, the district has provided sustained support through professional development, resources and feedback to assure that curricula, instructional practices and programs are designed to meet the needs of each student in each school and equal access for all is assured.

POSSIBLE DATA SOURCE(S)

EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS

<input type="checkbox"/> School Improvement Framework	II-1B1 Monitoring; I-1B4 Clear Expectations
<input type="checkbox"/> North Central Accreditation	3.8 Interventions to help students meet expectations; 3.9 Climate that supports student learning
<input type="checkbox"/> Class/Extra-Curricular Rosters	Demonstration of equitable distribution of ethnicity
<input type="checkbox"/> District/School Budget	Funding for student support structures

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK B: CULTURE OF COLLABORATION

DISCUSSION QUESTIONS

1. In what ways is collaborative practice modeled at the district level?
2. How does the district support school level and cross-school communication and collaboration efforts? What resources are provided?
3. How does the district involve all stakeholder groups in decision-making?
4. What district policies/governance support communication and collaboration among staff? Parents? Community?
5. How does the district measure the extent to which students feel empowered and collaborate to achieve success?

SCOPE OF PRACTICE

GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> <input type="checkbox"/> Any collaborative culture that actually exists has been developed at the building level. <input type="checkbox"/> The district encourages the schools to develop professional learning communities. <input type="checkbox"/> Traditional stakeholder groups inform decision-making at the school and district levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district supports the establishment of professional collaborative relationships. <input type="checkbox"/> The district has encouraged the schools to develop professional learning communities and has provided limited resources to reach this goal. <input type="checkbox"/> The district is engaged in the process of establishing stakeholder networks in order to inform district-wide decision-making. <input type="checkbox"/> The district has begun to develop collaborative strategies that address employee relations and a delineation of school and district roles and responsibilities. <input type="checkbox"/> Schools periodically evaluate collaboration efforts. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district is building a culture of commitment, collegiality, mutual respect, and stability. The norms that support this culture include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. <input type="checkbox"/> Some professional learning communities have been established at the district level. The district supports the formation of professional learning communities at the schools and provides additional resources to facilitate this process. The common focus at both levels is to build collaborative skills and to change instruction across the system. <input type="checkbox"/> Networks from the primary stakeholders (i.e. businesses, parents, community agencies) have been established in the district. These networks are empowered to provide direct input into the decision-making process. <input type="checkbox"/> The district has developed collaborative strategies. It has strived to collaborate with employee groups to enhance the decision-making process. It has delineated the district and school roles and responsibilities. <input type="checkbox"/> Evaluation of the success of collaborative efforts occurs annually at the district level. The results of this evaluation guide collaborative improvement efforts. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district has built a culture of commitment, collegiality, mutual respect and stability. The norms that support this culture include peer support, collaboration, trust, shared responsibility and continuous learning for the adults in the system. <input type="checkbox"/> The district is organized around professional learning communities. Along with the district modeling this concept for the schools, it has provided training, planning time, resources and tools to assist all schools in the development of their own professional learning communities. The common focus at both levels is to build collaborative skills and to change instruction across the system. <input type="checkbox"/> Through intensive efforts by district leaders, diverse collaborative stakeholder networks have been established that reflect the needs and strengths of the district, the schools, and the stakeholders. These groups have been empowered to participate in the district-wide decision-making process. <input type="checkbox"/> The district has implemented clear and coherent collaborative strategies. It has collaborative and harmonious relations with employee groups to promote increased collaborative decision-making. In addition, district and school roles and responsibilities are clearly delineated and articulated. They work together to determine the balance between district control and school autonomy. <input type="checkbox"/> The district regularly evaluates the over-all success of its efforts to increase collaboration among all stakeholder groups. In addition, schools are required to perform their own evaluation and measure the extent to which students have been actively engaged in their own learning. The results of this evaluation guide collaborative improvement efforts.

POSSIBLE DATA SOURCE(S)

EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS

<input type="checkbox"/> School Improvement Framework	II-1A6 Change Agent; II-1B2 Coaching and Facilitating; II-1B5 Collaboration and Communication
<input type="checkbox"/> District Professional Development Calendar	Evidence of organization by collaborative teams; Focus on collaborative skills
<input type="checkbox"/> Meeting Minutes	Description of collaboration with employee groups

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK C: INSTRUCTIONAL PROGRAM COHERENCE

DISCUSSION QUESTIONS			
1. How are district-wide visions of powerful teaching and learning developed and implemented? 2. How does the district develop coherent practices to improve teaching and learning? 3. What common instructional practices are in place across all schools? 4. How does the district support and monitor school implementation of rigorous and relevant class work for all students?			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The central office creates the district's vision and disseminates to the schools and stakeholders. The schools decide how to interpret and actualize this vision. <input type="checkbox"/> Although a district vision is in place, the district has not developed a specific set of instructional goals and methodologies. <input type="checkbox"/> District personnel are assigned schools to monitor successful implementation of the school improvement plan.	<input type="checkbox"/> A district vision is created with input from the schools and is incorporated into the district strategic plan. <input type="checkbox"/> Based upon the vision, the district is in the process of developing a specific set of instructional goals and methodologies. <input type="checkbox"/> District personnel are assigned to monitor schools and consult with principals to provide advice in the successful implementation of the school improvement plan.	<input type="checkbox"/> The district collaboratively determines, in partnership with stakeholder groups, a vision of powerful teaching and learning. This vision is incorporated into the district strategic plan and frequently articulated to all stakeholders. <input type="checkbox"/> Based upon the vision, the district has developed a specific set of instructional goals and methodologies that influence instructional practices at each school. <input type="checkbox"/> District personnel, with clearly defined roles, regularly consult with and support school leadership to activate the district vision and assure successful implementation of curriculum and instructional practices at the schools.	<input type="checkbox"/> The district collaboratively determines, in partnership with stakeholder groups, a vision of powerful teaching and learning. The district consistently fosters, articulates and sustains this vision and incorporates it into the district strategic plan. <input type="checkbox"/> Based upon the vision, the district has identified a set of instructional goals and methodologies designed to be interpreted and put into practice by each school based upon its own context. <input type="checkbox"/> District personnel with clearly defined roles, partner with school leadership and share responsibility for the activation of the district vision through the successful implementation, monitoring and improvement of curriculum and instructional practices at the schools.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
<input type="checkbox"/> School Improvement Framework		I-1B4 Clear Expectations; II-1B1 Monitoring	
<input type="checkbox"/> North Central Accreditation		3.8 Student interventions; 3.9 Climate to support student learning	
<input type="checkbox"/> District Strategic Plan		Description of district vision	
<input type="checkbox"/> Strategic planning minutes		Evidence of collaboration with stakeholders	

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 2: SHARED LEADERSHIP

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

BENCHMARK A: COORDINATED POLICIES AND PROCEDURES

DISCUSSION QUESTIONS			
1. How is the district vision incorporated into its policies and procedures? 2. What accountability measures are in place to assure that each school in the district has aligned curriculum, instruction, and assessment? 3. What policies and procedures are in place to ensure equity of learning opportunities? 4. How does the district assure that tracking of students has been eliminated?			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The district has a standard set of policies and procedures in place. <input type="checkbox"/> Any policies related to the alignment of curriculum, instruction, and assessment are initiated at the school level. <input type="checkbox"/> Policies regarding safety and crisis management are determined by each individual school.	<input type="checkbox"/> District policies and procedures are being revised based upon its vision. <input type="checkbox"/> The district is in the process of implementing policies that address the alignment of curriculum, instruction and assessment. <input type="checkbox"/> The district provides guidelines to assist schools in the development of policies and procedures for effective operation of the schools including safety and crisis management. <input type="checkbox"/> The district expects individual schools to determine practices and policies that address underserved populations.	<input type="checkbox"/> The district's vision for student success serves as the primary consideration in the formation of all policies and procedures. A system-wide curriculum details the expected outcomes for the schools. <input type="checkbox"/> To facilitate the achievement of the vision, the district has implemented policies addressing alignment of curriculum, instruction and assessment to support closing achievement gap. <input type="checkbox"/> The district has established and communicates, clear policies and procedures that provide for effective operation of the entire system. This includes maintaining up-to-date crisis procedures and policies to ensure safe and orderly schools. <input type="checkbox"/> Board policy focuses on equity practices designed to achieve success for all students with particular attention paid to underserved populations.	<input type="checkbox"/> The district's vision for student success is embedded into all of its policies and procedures. Structures in place, such as system-wide curricula and a multi-measure accountability and feedback system, provide a path for improvement and signal expected outcomes for the schools. <input type="checkbox"/> To facilitate the achievement of the vision, the district has implemented policies addressing alignment of curriculum, instruction, and assessment as well as policies that specifically address closing the achievement gap. <input type="checkbox"/> The district has established, with the input of a variety of stakeholder groups, clear policies and procedures that provide for effective operation of the entire system. This includes maintaining up-to-date crisis procedures and policies to ensure safe and orderly schools. These policies and procedures are communicated to all stakeholders through a variety of methods. <input type="checkbox"/> Board policy assures that equity practices designed to achieve success for all students, with particular attention paid to underserved populations, are implemented district-wide. Policies further assure that all students will have the latitude to choose from the full scope of curriculum and extra-curricular activities.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
<input type="checkbox"/> School Improvement Framework		II-2A1 Safe and Orderly; II-3B2 District; II-2B3 Inclusive and Equitable	
<input type="checkbox"/> North Central Accreditation		2.1 Governance and Leadership	
<input type="checkbox"/> Policies and Procedures Manual		Crisis procedures; school safety guidelines; equity policies; requirements for alignment of curriculum, instruction and assessment	

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.

STANDARD 2: SHARED LEADERSHIP

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

BENCHMARK B: CULTURE OF COLLECTIVE RESPONSIBILITY

DISCUSSION QUESTIONS			
1. How does the district build a culture of shared leadership? 2. What strategies does the district employ to assure that all staff take responsibility for all students' learning to high standards? 3. How does the district build learning environments to ensure staff are willing to take the risks associated with reform efforts?			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The accountability for student learning is the responsibility of each individual school. <input type="checkbox"/> Leadership is role-dependent. Each administrator at the central office and the schools has a defined role and set of responsibilities and carry them out independently. <input type="checkbox"/> Professional learning communities are organized at the individual school level.	<input type="checkbox"/> The district acknowledges that all adults in the system should be accountable for student learning. <input type="checkbox"/> Leadership is distributed among the superintendent, central office administrators and principals. School and district decisions are made independently of one another. <input type="checkbox"/> The district encourages schools to develop professional learning communities focused on student learning at the school. <input type="checkbox"/> Leadership at the district or school level may initiate school reform. Responsibility for the success of the reforms rests with the schools.	<input type="checkbox"/> The district encourages all adults in the system to be accountable for student learning and is developing new strategies to successfully meet this goal. <input type="checkbox"/> Leadership is distributed among the superintendent, central office administrators, principals and teacher leaders. Decisions are arrived at collaboratively and those involved take responsibility for their own decisions. <input type="checkbox"/> The district cultivates professional learning communities which are built upon shared leadership and focused on the ongoing improvement of teaching and learning throughout the district. <input type="checkbox"/> The district is building a climate of trust throughout and shares in the responsibility for the success of school reform efforts.	<input type="checkbox"/> The district demonstrates a commitment to the fundamental principle that all adults in the system are accountable for student learning and the attainment of high standards for all. It is developing and monitoring a variety of strategies to successfully meet this goal. <input type="checkbox"/> The shared responsibility for decision-making and its results is distributed among the superintendent, central office administrators, principals and teacher leaders. There is a balance between district authority and school flexibility and autonomy. <input type="checkbox"/> The district creates systems for professional learning communities which are built upon shared leadership. These communities have collective responsibility for the ongoing improvement of teaching and learning throughout the district. <input type="checkbox"/> The district facilitates the development of a culture of collegiality, collaboration, respect and trust. Leadership in school reform is the collective responsibility of the district and the schools. Staff at both levels are encouraged to take the risks associated with reform.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Framework	II-2A6 Collaborative Decision-Making Process
<input type="checkbox"/> North Central Accreditation	2.1 Governance and Leadership
<input type="checkbox"/> Surveys	Extent to which respondents report shared leadership and collaboration
<input type="checkbox"/> District Policies/Procedures Manual	Description of decision-making process

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.

STANDARD 2: SHARED LEADERSHIP

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

DISCUSSION QUESTIONS			
1. What is the district's continuous improvement process and how does this process impact planning at the schools? 2. How does the district address the achievement gap and what role does the district play in assisting the schools to address this gap? 3. What steps does the district take to insure that the improvement goals reflect student learning needs? 4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?			
SCOPE OF PRACTICE			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> □ The school improvement planning process is the primary source for continuous improvement. □ The achievement gap is analyzed annually at the district level and reported to schools with an expectation that each school will develop strategies to close the gap. □ Any school reform efforts that occur are initiated and monitored by individual schools. Schools are required to attend periodic professional development sessions based upon a particular district focus which may change from year to year. 	<ul style="list-style-type: none"> □ The district has provided the schools with a continuous improvement framework consistent across schools but not consistently applied from school to school. □ The district has encouraged schools to employ inquiry methods to analyze achievement results. The achievement gap is periodically measured at the district and school level and practices adjusted based upon the results of this analysis. □ With the acknowledgement by the district, individual schools have pursued various school reforms focused on their particular context. The district expects that these reforms will result in improved student achievement. 	<ul style="list-style-type: none"> □ A research-based process for continuous improvement, focused upon the district's vision for the future and expectations for the improvement of student learning, has been adopted and consistently employed district-wide. □ The district is becoming a learning organization and emphasizes inquiry methods to deepen practice at all levels. The district frequently monitors the achievement gap and bases its direction for changes in instructional practice on the resulting data. □ Within the district, educational improvement is accepted as a long-term, multi-stage process. District leaders provide support for data-based reform efforts and assist in coordinating professional development initiatives. Practitioners are encouraged to try new ideas, with the expectation that results are demonstrated over time. 	<ul style="list-style-type: none"> □ A research-based process for continuous improvement, focused upon the district's vision for the future and expectations for the improvement of student learning, has been adopted, consistently employed district-wide and articulated to all stakeholders. □ The district is a learning organization and an inquiry process, resulting in a deepening of practice, exists at all levels. Data-driven instructional practice, based upon a continuous monitoring of the achievement gap, occurs at all schools and at the district level. □ Educational improvement is being implemented as a long-term multi-stage process. Therefore, a district-wide research-based reform effort, driven by local school data, remaining stable over time, has been adopted. Professional development efforts focused on the reform occur in all schools and are coordinated and supported by the district. District leaders provide practitioners the needed support to try new ideas and do not expect the new practices to be immediately reflected in district and state achievement testing.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ School Improvement Framework	II-2B2 Results-Focused Plan
□ North Central Accreditation	7.1 Commitment to continuous improvement; 7.7 Evaluates and documents effectiveness of continuous improvement process
□ District Strategic Plan	Description of continuous improvement cycle; professional development initiatives and plan
□ School Improvement Plan	Action plan demonstrating use of data and strategies to be implemented

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful, and positive effect on student learning.

STANDARD 3: OPERATIONAL AND RESOURCE MANAGEMENT

School leaders organize and manage the school to support teaching for learning.

BENCHMARK A: ACCOUNTABILITY AND STRATEGIC RESOURCE ALLOCATION

DISCUSSION QUESTIONS			
1. How does the district determine the adequacy of resources needed and provided to improve student learning? 2. How are internal and external resources developed, managed, and allocated across the district? 3. How does the district assure equity in allocating resources to the schools?			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> □ The district provides minimal support and allocates resources equally to each school. □ Professional and support staff are assigned to schools based upon compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). □ The district annually budgets resources to support its educational programs. □ Although technology and related resources are available at the schools, they are updated infrequently. □ The district sets staffing, schedules and budgets for each school. □ Any increase in instructional or collaborative time occurs at the school level with current formula funds. 	<ul style="list-style-type: none"> □ The district provides direction, resources and limited assistance in order to meet organizational and student performance goals. □ The district has established and implemented a process to assign professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). □ The district annually budgets sufficient resources to support its educational programs and implement its plans for improvement. □ The district provides resources for quality instruction. It updates technology, infrastructure and equipment on a cycle prioritizing those schools whose equipment has become obsolete. □ Schools have limited autonomy over staffing, schedules and budgets. □ The district has devoted some discretionary funding to increasing instructional and collaborative time. 	<ul style="list-style-type: none"> □ The district provides direction, assistance and resources to meet organizational and student performance goals with additional support for low performing students. Based upon an annual evaluation, the district adjusts its support to schools based upon their diverse needs. □ The district has established and implemented a process used to allocate professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). □ The district engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and implement its plans for improvement. □ The district allocates, reallocates, pursues and secures additional resources for quality instruction. It regularly updates technology, infrastructure and equipment. It provides access to advanced instructional technology, information, media services and materials not readily available at the school. □ In order to maximize the effective use of resources, the district has developed strategies that support schools having autonomy over staffing, schedules and budgets within district parameters. □ Increasing time for instruction and collaboration is a priority for the district and a portion of discretionary funding is set aside for this purpose. 	<ul style="list-style-type: none"> □ The district provides direction, assistance, and resources to align, support and enhance all parts of the system to meet organizational and student performance goals with additional support for low performing students. (NCA 2.10) Based upon frequent evaluation, the district adjusts its support to schools in a comprehensive approach that is responsive to their diverse needs. □ The district has established and implemented and frequently evaluates the process used to systematically allocate professional and support staff to schools based upon system needs and staff qualifications while in compliance with federal and state laws and regulations. (i.e. professional preparation, ability, knowledge and experience). □ The district engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and implement its plans for improvement and frequently monitors the expenditures to inform long-range plans. □ The district allocates, reallocates, pursues and secures additional resources for quality instruction. It provides up-to-date technology, infrastructure and equipment. It coordinates and ensures ready access to advanced instructional technology, information, media services and materials not readily available at the school. □ In order to maximize the effective use of resources, it is district policy that, whenever possible, decisions affecting students should be made by staff working directly with the students. Therefore, schools have autonomy over staffing, schedules and budgets within district parameters. □ Due to the district placing a high priority on increasing time for instruction and staff collaboration, a significant portion of discretionary funding is devoted to support increased time allocation.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
□ School Improvement Framework		II-1A3 Technology; II-3A1 Human Resources; II-3A2 Fiscal; II-3B1 State and Federal	
□ North Central Accreditation		2.3 Compliance; 3.11 Access to technology; 5.2 Assignment of staff; 5.5 Long-range budgetary planning; 5.10 Technology infrastructure	
□ District long-range budget plan		Resource allocation	

School Improvement Framework Strand Analysis Report

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators with Strand II of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part I of the district CNA, they can be aligned with as support.

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand II: Leadership

Summary of Self-Assessment

[illegible]

* Other

STRAND III: LEADERSHIP

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 1: PERSONNEL QUALIFICATIONS

School/district staff qualifications, knowledge, and skills support student learning.

BENCHMARK A: HIGHLY QUALIFIED PERSONNEL

DISCUSSION QUESTIONS			
<ol style="list-style-type: none"> How does the district assure that it employs the most highly qualified teachers available? What procedures are in place to assure that the most qualified teachers are placed with the students most in need? What has been the history of attracting and retaining teachers of color and bilingual staff? How does the district monitor the effectiveness of the new teacher induction and mentoring program over time? 			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> The district has hired some classroom teachers in core instructional areas who do not hold provisional or Professional Education Certificates for the subject areas they have been assigned. No plan is in place for the recruitment, training and retention of highly qualified staff. A three-year induction/mentoring program is the responsibility of the local school. The district provides guidance as requested by the school. <p>Note: scoring in this area may indicate that the district does not meet current federal and state standards for staff qualifications.</p>	<ul style="list-style-type: none"> Some classroom teachers in core instructional areas in the district hold provisional or Professional Education Certificates but are still assigned to subject areas for which they have not passed the Michigan Test for Teacher Certification (MTTC) basic skills test or appropriate subject area examination(s). The district has a written plan for the recruitment, training and retention of highly qualified instructional staff, but has yet to implement the plan. The district provides an annual orientation session for new teachers and assists the schools in organizing and identifying Master Teachers to be involved in a three-year mentoring program at the school. <p>Note: scoring in this area may indicate that the district does not meet current federal and state standards for staff qualifications.</p>	<ul style="list-style-type: none"> The qualifications of all permanent staff meet state and district certification requirements in the content areas and grade levels as outlined in NCLB. The district is promoting continuous professional learning, and as such is encouraging its teachers to work toward National Board Certification. All elementary teachers hired prior to 1992 in the district passing a Michigan teaching certification hold at least a bachelor's degree and full state certification and have met at least one of the options provided by Section 1531 of the Michigan Revised School Code. All new (1992) elementary level teachers in the district hold at least a bachelor's degree, and full state certification including passage of the MTTC basic skills test and the comprehensive elementary examination. The district has a plan in place, implemented and monitored, to recruit, train and retain highly qualified instructional staff. The district structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided with an induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. 	<ul style="list-style-type: none"> In addition to full qualifications for all permanent staff in the district, some instructional are currently working toward National Board Certification and others have received certification as outlined in NCLB. The district supports paraprofessionals who wish to pursue teaching degrees and certified staff members who wish to pursue advanced degrees, through strategies such as reduced contract options, leadership cadres and higher education partnerships. The district's vision for teaching and learning guides the recruitment, placement and professional development of professional staff. The district recruits, trains, supports and places personnel to assure appropriate distribution and retention of staff in high needs schools, regularly assessing staffing needs and making appropriate adjustments. The district has developed strategies to attract and retain an ethnically diverse staff. The district structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided a thorough induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. In addition, the district organizes the new staff into a cohort group to attend seminars, participate in peer observations, share common experiences and problem solve issues that arise.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
<ul style="list-style-type: none"> School Improvement Framework 		III-1A1 Certification Requirements; III-1A2 NCLB/Highly Qualified; III-1B1 Content Knowledge; III-1B2 Communication	
<ul style="list-style-type: none"> Audit of Teacher Credentials 		Extent to which staff meet certification and licensure requirements	
<ul style="list-style-type: none"> District Promotional Hiring Materials 		Description of district promotions to attract new teachers	
<ul style="list-style-type: none"> Professional Development Plan and Records 		Professional development focusing on content knowledge based on needs assessment of teachers	
<ul style="list-style-type: none"> Mentoring Program Design 		Extent to which mentoring program supports new teaching staff	

STRAND III: LEADERSHIP

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 2: PROFESSIONAL LEARNING

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK A: COORDINATED PROFESSIONAL DEVELOPMENT BASED UPON COMMON PRINCIPLES

DISCUSSION QUESTIONS			
1. How are scarce district resources allocated to schools to support the development and continuation of job-embedded professional learning communities? How are district staff members organized into professional learning communities? 2. How does the district assure coherence in curriculum, instruction and assessment through professional development structure and content? 3. What types of data drive professional development choices?			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> Professional learning communities are formed based upon individual school initiatives. Professional development initiatives are controlled from the district level with limited input allowed from the individual school. The district has no coherent plan that connects one initiative to the next. The organization and content of any non-scheduled professional development time is the responsibility of the school. 	<ul style="list-style-type: none"> The district encourages all schools to organize instructional staff into professional learning communities. Professional development initiatives are driven by the school improvement plan with little direction from the district. The district encourages school administrators to deliver professional development through collaborative teams. 	<ul style="list-style-type: none"> The district structures professional development around professional learning communities and encourages dialog across instructional levels and content areas. The district provides a common focus for professional development around curriculum, instruction and assessment. Collaboration between the district and school administrators determines the content of professional development initiatives. The district structures the delivery of professional development through school-based job-embedded practices Annual professional development growth plans are required of all professional staff. Periodic evaluation of professional development initiatives occurs at the district level. 	<ul style="list-style-type: none"> The district structures professional development so that all instructional staff at the schools actively participate in professional learning communities across instructional levels and content areas. It also supports job-embedded collaboration with time and funding. The district has organized professional development around common key topics that support the implementation of curriculum, instructional strategies and assessments with an emphasis on equity and underserved populations. District and school staff collaborate to determine the specific professional development content through an analysis of student and program assessment data. Although the focus of professional development is common across the district, the district builds school level capacity through multiple types of job-embedded strategies to assure actual changes occur in instructional practice. The district requires annual professional development and growth plans for all staff members to meet their individual needs. Through a continuous improvement process, the district frequently evaluates the professional development initiatives and implementation structures and revises them as necessary.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
Professional Development Plan		Evidence of common key topics across the district; demonstration of content focused on equity and underserved populations	
District Budget		Funds devoted to the support of job-embedded professional development at the schools	
District Assessments		Evaluation of professional development initiatives	

School Improvement Framework

Strand Analysis Report

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators with Strand III of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part I of the district CNA, they can be aligned with as support.

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand III: Personnel and Professional Learning

Summary of Self-Assessment

[illegible]

* Other

STRAND IV: SCHOOL AND COMMUNITY RELATIONS

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD I: PARENT/FAMILY INVOLVEMENT

Schools actively and continuously involved parents and families in student learning and other school activities.

BENCHMARK A: PURPOSEFUL COMMUNICATION AND COLLABORATIVE RELATIONSHIPS

DISCUSSION QUESTIONS			
1. What strategies are in place and being considered to communicate with and empower disenfranchised parents? 2. What strategies are in place to assure that parents have an active voice in important district decisions? 3. How does the district demonstrate its support for continuing parent education?			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The district relies on traditional communication methods such as public forums at board of education meetings to gather input from parents prior to making budgetary and programmatic decisions <input type="checkbox"/> The district does not have a policy about school-level parental communication in school decisions.	<input type="checkbox"/> Beyond the traditional communication methods, the district employs at least one additional strategy to gather input from parents prior to making budgetary and programmatic decisions. <input type="checkbox"/> The district's structure for parent involvement and decision-making at the school level is through a parent advisory committee. <input type="checkbox"/> The district is in the process of adopting a set of strategies to involve parents from diverse backgrounds. <input type="checkbox"/> The district relies on any data gathered by the schools to measure the effectiveness of its parent communication and involvement strategies.	<input type="checkbox"/> The district employs a variety of strategies to collect parent feedback prior to making budgetary and programmatic decisions. <input type="checkbox"/> The district encourages all schools to incorporate parental communication policies and include parents in the dialog associated with the school's decision-making process. <input type="checkbox"/> The district has developed and maintains a set of strategies to communicate with and involve parents from a variety of cultural, socio-economic and diverse language backgrounds. <input type="checkbox"/> The district regularly gathers and evaluates data about the effectiveness of the parent communication and involvement strategies. <input type="checkbox"/> The district provides parent education training.	<input type="checkbox"/> A variety of active and diverse parent communication and engagement policies are employed in order to collect parental feedback in a systematic way prior to making budgetary and programmatic decisions. <input type="checkbox"/> The district has mandated that all schools have documented and implemented clear parent communication policies and active parental engagement in school decision-making. The district provides training for school staff and parents in these strategies. <input type="checkbox"/> The district researches and employs best-practice strategies to communicate with and involve parents from a variety of cultural, socio-economic and diverse language backgrounds. <input type="checkbox"/> The district gathers data through multiple sources, on a regular and systematic basis, in order to measure the effectiveness of its parental communication and involvement strategies. <input type="checkbox"/> The district has put into place a system-wide parent education program to foster the ability of parents to improve their own parenting skills.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
<input type="checkbox"/> School Improvement Framework		IV-1A2 Diversity; IV-1B1 Volunteering; IV-1B2 Extended Learning Opportunities; IV-1B3 Decision-Making	
<input type="checkbox"/> District website; local cable TV channels; newsletters; brochures		Data gathered from these sites; surveys; usage patterns; content of print material; information on extended learning opportunities for parents	
<input type="checkbox"/> District Communications/forms		Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home	
<input type="checkbox"/> District/School Program and Curriculum Committees		Extent of parent participation	

STRAND IV: SCHOOL AND COMMUNITY RELATIONS

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 2: COMMUNITY INVOLVEMENT

The community at large is supportive of and involved in student learning and other school activities.

BENCHMARK A: PURPOSEFUL COMMUNICATION AND COLLABORATIVE RELATIONSHIPS

DISCUSSION QUESTIONS			
<ol style="list-style-type: none"> How does the district build trust, mutual respect and capacity among stakeholders in the system? Do district and school personnel have the knowledge and skills required to facilitate sustained community partnerships? Is the district prepared to accept and meet the challenges of more and different types of engagement with the community? How does the district facilitate the formation of partnerships to enhance each school's ability to engage students in relevant learning experiences? How does the district facilitate the integration of community services into the schools? 			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> □ Limited opportunities exist to receive feedback from stakeholders to inform decisions designed to implement the district vision. □ The district encourages the schools to develop partnerships. □ Individual schools solicit their own local businesses and community agencies to form partnerships to enhance their curriculum. □ The district compiles and reviews data gathered at the school level assessing the effectiveness of communication and involvement strategies at the school level. 	<ul style="list-style-type: none"> □ The district solicits feedback from stakeholders to inform decisions designed to implement the district's vision. □ The district assists in the formation of partnerships initiated at the individual school level. □ The district assists the schools in the formation of partnerships with local businesses and community agencies so that the schools have closer connections with real-world applications to the curriculum. □ The district gathers annual data from limited sources to measure the effectiveness of its stakeholder communication and involvement strategies. 	<ul style="list-style-type: none"> □ Stakeholders are provided a variety of opportunities to provide input for decisions about district operation and the are given a prescribed role on committees that make the decisions. □ The district facilitates the development of partnerships involving school, civic, counseling, cultural, health, recreation and other agencies. The district encourages the involvement of organizations populated by individuals from diverse backgrounds and cultures. □ In order to provide real-world connections to the curriculum, the district actively seeks partnership commitments from businesses and community agencies and then matches them to individual schools. □ The district periodically gathers data from several sources in order to measure the effectiveness of its stakeholder communication and involvement strategies. 	<ul style="list-style-type: none"> □ Stakeholders, particularly the underserved, are provided a variety of opportunities to actualize the district's vision through provision of input for or involvement in decisions about the operation of the district. □ The district develops, supports and sustains partnerships involving school, civic, counseling, cultural, health, recreation and other agencies, organizations and businesses to serve students and families. The district employs strategies to communicate with and attract diverse businesses with employees from a variety of cultural, socio-economic and diverse language backgrounds. □ The district develops and sustains partnerships with a variety of local businesses and community organizations in order to match individual schools to partners who provide real-world connections to the curriculum. □ The district systematically gathers data from multiple sources in order to measure the effectiveness of its stakeholder communication and involvement strategies.
POSSIBLE DATA SOURCE(S)		EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS	
□ School Improvement Framework		IV-2A1 Methods; IV-2B1 Business Community; IV-2B4 Collaboration	
□ District Written Communications and Forms		Extent to which print material	
□ Documentation of Partnerships		Listing by school; number of schools, students involved; description of activities, content	

School Improvement Framework

Strand Analysis Report

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators with Strand IV of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part I of the district CNA, they can be aligned with as support.

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand IV: School and Community Relationships

Summary of Self-Assessment

[illegible]

* Other

STRAND V: DATA MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures, and systems for the generation, collection, storage, and retrieval of its data.

BENCHMARK A: COMPREHENSIVE, ACCESSIBLE, AND MEANINGFUL DATA SYSTEM

DISCUSSION QUESTIONS			
1. How does the district determine what data is meaningful to the schools? 2. Describe how the assessment system is currently used in the district to guide analysis of changes in student performance. 3. How is the system's success in meeting the users' needs evaluated? How frequently?			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> The district is in the process of establishing an assessment system. The priority is that the assessment system is aligned with student performance measures. <input type="checkbox"/> The district provides disaggregated data to the schools for their use in understanding student performance.	<input type="checkbox"/> The district has established a comprehensive assessment system, aligned with clearly defined performance measures. In order to improve the quality of the system, the district is assessing whether or not the information obtained from the system is reliable, valid and bias free. <input type="checkbox"/> The district is in the process of implementing a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness.	<input type="checkbox"/> The district has established and is implementing a comprehensive assessment system, providing longitudinal and annual data, aligned with clearly defined student performance measures, evaluated periodically and yielding information which is reliable, valid and bias free. <input type="checkbox"/> The district has implemented a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness.	<input type="checkbox"/> The district has established, and is implementing, a comprehensive assessment system, providing longitudinal and current data, aligned with clearly defined student performance measures, evaluated annually, and yielding information which is reliable, valid and bias free. Prior to its establishment, a variety of stakeholders have been involved in a dialog about the purpose, users and uses of the system <input type="checkbox"/> The district has implemented a system-wide framework for using multiple sources of disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders, teachers and other stakeholders in understanding student performance, district and school effectiveness, and the impact of improvement efforts on student achievement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Framework	V-1A1 Purpose; V-1A5 Technical Quality; V-1C1 Process
<input type="checkbox"/> North Central Accreditation	4.1 Performance measures for student learning
<input type="checkbox"/> Description of Assessment System	Data provided, timelines for provision
<input type="checkbox"/> Data Reports	Data tables & arrays

STRAND V: DATA MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

BENCHMARK A: SYSTEMATIC SUPPORT FOR DATA ANALYSIS

DISCUSSION QUESTIONS			
<div>1. How are data used in the district to guide analysis of changes in student performance?</div> <div>2. How are district and school staff trained to understand and use data?</div> <div>3. What varieties of demographic and achievement data are collected and analyzed in this system to track student achievement adequately?</div>			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<div><input type="checkbox"/> Although the district has provided no formal training, some district and school staff understand basic data analysis techniques such as data disaggregation and comparisons across groups.</div>	<div><input type="checkbox"/> Some district leaders and school staff have received training from the district in basic data analysis techniques such as data disaggregation and comparisons across groups.</div> <div><input type="checkbox"/> District personnel are assigned to meet with the school principal and/or school leadership to analyze the school data to inform strategies to incorporate into the school improvement plan.</div>	<div><input type="checkbox"/> The district has provided resources and personnel to train district leaders and the majority of instructional staff in data analysis techniques. These techniques include consideration of such factors as multiple types and sources of data, disaggregation, comparisons across groups, benchmarking and longitudinal data.</div> <div><input type="checkbox"/> District personnel work with the school improvement team to identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and implement interventions designed to improve student performance.</div>	<div><input type="checkbox"/> District leaders have expertise in data analysis and have provided resources and personnel to assure that all instructional staff have been trained in and use data analysis techniques. These techniques include consideration of such factors as multiple types and sources of data, disaggregation, comparisons across groups, benchmarking and longitudinal data.</div> <div><input type="checkbox"/> In support of the district’s adoption of a continuous improvement cycle, a collaborative school improvement partnership between district and school staff has been established. The partnership analyzes the data, identifies gaps between expectations for student learning and student performance, evaluates the effectiveness of curriculum and instruction, and plans for interventions designed to improve student performance.</div>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Framework	V-2A1 Analysis; V-2A2 Dialog About Meaning
<input type="checkbox"/> North Central Accreditation	2.8 Systematic analysis and review of student performance; 4.6 Verifiable growth in student performance
<input type="checkbox"/> Professional Development Plan	Evidence of training in data analysis techniques
<input type="checkbox"/> School Improvement Planning Process Description	Documentation of the use of a continuous improvement planning cycle

STRAND V: DATA MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

BENCHMARK B: INFORMED DATA-BASED DECISION-MAKING

DISCUSSION QUESTIONS			
1. How are data used to evaluate the district and improve district effectiveness? 2. How are data routinely considered in building decision-making activity? 3. In what ways does the district collaborate with staff members to use the results of data analysis?			
GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<input type="checkbox"/> Any analysis of instructional effectiveness occurs at the school level. <input type="checkbox"/> The district expects schools to provide staff training in the use of disaggregated data.	<input type="checkbox"/> The district conducts an analysis of instructional effectiveness. The results are communicated to the schools for their use in school improvement. <input type="checkbox"/> The district provides training to key administrative staff in the interpretation and use of disaggregated data.	<input type="checkbox"/> The district periodically conducts a systematic analysis of instructional and organizational effectiveness. The results are used to understand and improve student performance and school and system effectiveness and to support most district-wide decisions. <input type="checkbox"/> The district provides guidance and training to support instructional and administrative staff in the interpretation and use of disaggregated data to inform classroom and school-wide practices. Feedback is gathered to determine the usefulness of the training to school leaders in understanding student performance and school effectiveness.	<input type="checkbox"/> The district frequently employs multiple types and sources of data to conduct a systematic analysis of instructional and organizational effectiveness. The results, informed by research, are routinely used to understand and improve student performance and school and system effectiveness and to support most district-wide decisions. <input type="checkbox"/> The district provides guidance and training to assure that all instructional and administrative staff at the schools can interpret and use disaggregated data to inform classroom and school-wide practices. It monitors the results to assure that the training is useful to school leaders, teachers and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Framework	V-2B2 Data-Driven Decision-Making
<input type="checkbox"/> North Central Accreditation	3.3 Data-based decision-making; 3.4 Research-based instruction; 4.4 Student performance and system effectiveness; NCA 4.6 Multiple sources of evidence
<input type="checkbox"/> District Evaluation Report	Description of results; use of results
<input type="checkbox"/> Professional Development Descriptions	Evidence of training in data-based decision-making and analysis of disaggregated data

School Improvement Framework Strand Analysis Report

The following chart will organize the system processes and practice challenges the school identified during the self-assessment process of all of the Indicators with Strand V of the District Improvement Framework Rubrics, and identify which of the student achievement goals, identified in Part I of the district CNA, they can be aligned with as support.

Focus Question: What in our systems and practices may be impacting our student achievement goals?

Strand V: Data Management

Summary of Self-Assessment

[illegible]

* Other

Green Pages

District
Comprehensive Analysis Report
District Student Achievement
And
District System Processes & Practices

Green Pages

Instructions

Based on the analysis and dialogue about district level student and system data and information, and the data and information drawn from a review of the individual school's comprehensive needs assessment reports, complete the chart on the following page. A separate chart for each academic content area goal identified should be completed.

Section I of the chart would have been filled out as the district completed the District Analysis Report on Student Achievement in the first section of the district CNA. Data from that section report can be pasted into the chart below. You will note that the chart allows a district the opportunity to mark a goal as ***O Active, O Maintenance, or O Revised.*** **Active** goals allows for the development of a district improvement plan around current challenges that student and system data/information identify. **Maintenance** goals provides the ability to identify those goals that current data/information indicates are not presently a concern area, but maintaining the strategies and resources are needed to ensure that current levels of student achievement are maintained or increased, or **Revised** Goals allows for the revision of an established goal.

Section II of the following chart lists challenges the district identified from the comprehensive needs assessment strand reports that aligned district practices with content area goals.

District: *	School Year: *
Section I: District Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)	
Content Area:	<input type="radio"/> Active Goal <input type="radio"/> Maintenance Goal <input type="radio"/> Revised Goal
Student Goal Statement: *	
Statement of gap in student achievement (Need Statement): *	
Contributing Cause for the gap in student achievement: *	
List multiple sources of data used to identify this gap in student achievement: *	
Section II: District Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)	
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area goal to be included in this District Improvement Plan. (These should be addressed as strategies/action steps in your DIP in Section III)	

This chart can be cut and pasted into Section I and II of the District Improvement Plan template.

Summary of DCNA Completion Process

1. Describe the process did the district used to complete this self-assessment?
2. How will the district use the insights gained from this self-assessment to inform and enhance continuous school improvement plans?
3. Please list who was involved in completing this self-assessment. (Use chart below)

Name	Signature	Position

Completion of the District CNA and Development of District Improvement Plan

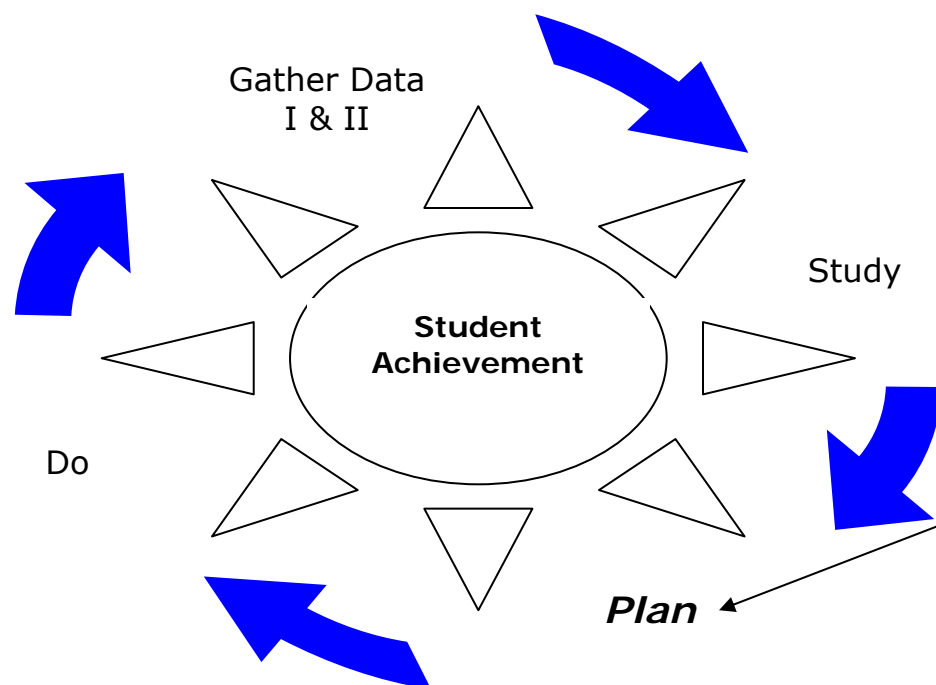
Now that you have aligned the system process/practice challenges with your stated Student Achievement Goals, you can begin to develop objectives, strategies, and action steps to include in your district improvement plan.

The District Improvement Plan template can be found on the web at:

www.michigan.gov/schoolimprovement



District Level Improvement Planning Process



Study	Where are we now and where do we want to be?
Plan	<u>What is the plan to close the gap?</u>
Do	How will we monitor the effective implementation of the plan?
Gather Data	What did the data/information we collected tell us about: I - The needs in our district? II- The effectiveness of the plan?

Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist districts/schools in the creation and use of an ***Action Portfolio*** that will guide and inform the school/district's Continuous School Improvement Planning Process.

The ***Action Portfolio*** begins with the **Michigan School Improvement Framework (MSIF)**. The MSIF was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools
- Give direction to, support, and enhance the school/district's continuous improvement planning process

The School Improvement Framework **Rubrics for Districts** assess the level of implementation of the MSIF at the benchmark level, and provide a continuum of practice that allows districts to identify gaps that exist between where they are in their current practice in relationship to where they want to be.

The **District Comprehensive Needs Assessment (DCNA)** is another tool that has been developed for a district to use as a part of the ***Action Portfolio***. This process will examine district demographics, instructional program, and disaggregated student academic achievement data. This process will also use the rubrics to assess current levels of implementation of best practices, so that you will be able to answer the following questions:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The DCNA will help a district align system challenges with the student achievement goals a district will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous district improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide districts with a common planning template that addresses the student learning and system needs that have been identified through their District Comprehensive Needs Assessment.

The DIP has also been designed to address any federal, state, and locally required elements that must be contained in a District Improvement Plan.

To integrate required district professional development plans and technology plans into this planning document, districts must provide a detailed description of how professional learning and technology will be used to support the student achievement goals. Technology strategies must reflect the district expectations of how technology will be utilized within the district to support teaching and learning. Space for these strategy descriptions has been provided on the template.

The School Improvement Framework, Rubrics, School/District CNA, and the School/District Improvement Planning templates were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss their internal systems, and assess where the school is in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at:

www.michigan.gov/schoolimprovement

District Resource Integration

While PA25 does not require districts to develop a district improvement plan, those districts who receive, or will be applying for, any of the federal grant resources contained in the No Child Left Behind (NCLB) legislation (see appendix A) will have to develop a district plan. These plans should be based on a "comprehensive needs assessment" that analyzes student achievement data and system process and practices that support student achievement. All four content areas must be considered in this analysis. School and District goals must be based on identified student academic achievement needs, and the focus of available resources should be on attaining the goals. The district must also demonstrate that they are coordinating resources they receive under this legislation to address their goals.

Section 1112 - Local Educational Plan (as stated in NCLB) General Requirements

PLANS REQUIRED-

(1) SUBGRANTS- A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.

(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —

(i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

(ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

The following chart lists the major grant/programs available - Check all that apply in the district

<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI) Phase: ____	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education <input type="checkbox"/> General Funds
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available on the school improvement website: www.michigan.gov/schoolimprovement .			

Instructions for Completion

The development of a District Improvement Plan is required by No Child Left Behind under Sec. 1112 - Local Educational Agency Plan. A copy of the required elements for a district plan as required by Sec. 1112 follows these instructions. Districts are encouraged to review these requirements and insure that each item is addressed within the plan that is developed.

Section I - Comprehensive Analysis Report on Student Achievement was developed during the completion of the District Comprehensive Needs Assessment (DCNA). This section of the plan will address those requirements that speak to establishing academic content area goals based on identified student academic needs, contributing causes for identified gaps in achievement, and a description of the multiple academic assessments that will be used to identify student learning needs. List only one goal area per sheet.

Section II - Comprehensive Analysis Report on System Processes and Practices of the District Improvement Plan template identifies district processes and practices that were self-assessed using the DCNA and identified as challenges that supported specific content area goals. These challenges should be developed into strategies and/or action steps within Section III of this plan.

Section III - Plan to Accomplish Student Achievement Goals and Objectives of the template is the actual plan that will describe what objectives, strategies, and actions a district will take to accomplish its stated student academic goals. This section will ask you to list:

- **Measurable Objective Statement to Support Goal:** Specific measurable objectives that you will implement to achieve your stated goal. While you can have multiple objectives per goal (no more than 3-5 are recommend) you should use one sheet for each objective. Objective statements should describe who, will do what, by when, as measured by what.
- **Multiple Measures of Assessments** that you will use to measure success of the stated objectives. List the multiple types of assessments you will use to measure achievement of the objective statement. Assessments used should:
 - be high-quality student academic assessments that are in addition to the MEAP/MME academic assessments,
 - determine the success of student academic achievement,
 - provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards,
 - assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet State student achievement academic standards and do well in the local curriculum,
 - determine what revisions are needed to objectives and strategies so that students meet the State student academic achievement standards, and
 - identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional assessments.
- **Strategy Statement:** This will be a statement of what the district will do in order to implement the stated objective. Districts should review the list of General Plan Requirements listed on pages 7-13 to ensure that for each goal area, the planned activities also address any of the required strategies listed in the General Plan Requirements section.

- **Activity:** For each of the strategies you list:
 - describe the activities to implement the strategy,
 - person who will be responsible for implementing the activity,
 - the timeline for the strategy,
 - resources needed,
 - source of funding for resources,
 - the cost for the resource,
 - the data you will collect to monitor the activities, and
 - the criteria to be used to evaluate the effectiveness of the activity.
- **Other Required Information:** These will be additional statements that relate to the objective and strategy listed under the goal and objective statements.
- **Monitoring and Evaluation:** Districts are required to monitor and annually evaluate their improvement plans to determine the level of success in accomplishing their goals, reporting to all stakeholders, and modifying their plans based on this review.
- **Assurances:** The second page of the template lists all of the assurances required by NCLB. A narrative description of how the district will demonstrate and document compliance with these requirements is required for each assurance listed.
- **Stakeholder Involvement:** Involvement of all stakeholder groups in the planning, development and evaluation of the plan is required. This page allows you to document that involvement and describe the decision-making process that was used to develop the district improvement plan.
- **Statement of Non-Discrimination:** All plans must be published/distributed to all interested stakeholders, and will require a statement of assurance of compliance with federal Office of Civil Rights regulations prohibiting discrimination. This page has been provided to satisfy that requirement. Be sure to fill in the designated contact information.

Copies of the Framework, Rubric, District Comprehensive Needs Assessment (DCNA), and this template are available on the web at:

www.michigan.gov/schoolimprovement

The following elements are required by the current (1/8/2002) NCLB act of 2001. If your district receives any of the federal grants contained in the NCLB act of 2001, your district plan will need to address each of the items listed. Items that are highlighted in "*italic*" are elements that have been built into the template design. Those items that are listed in "**bold**" are items that you will need to develop strategy statements for and include in your improvement plan.

SEC. 1112 - LOCAL EDUCATIONAL AGENCY PLANS – General Plan Requirements (January 8, 2002)

(a) PLANS REQUIRED-

(1) SUBGRANTS- A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.

(b) PLAN PROVISIONS-

(1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include —

(A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), (MEAP/MME in Michigan) that the local educational agency and schools served under this part will use —

(i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);

(ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;

(iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

(iv) to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

(B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;

(C) description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff,

including local educational agency level staff in accordance with sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications);

(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —

- (i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and*
- (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;*

(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;

(G) a description of the poverty criteria that will be used to select school attendance areas under section 1113 (Eligible Attendance Areas);

(H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115 (Targeted Assistance Programs), will identify the eligible children most in need of services under this part;

(I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 (Schoolwide) and 1115 (Targeted Assistance) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

(J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

(L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 (School Improvement) as in need of improvement;

(M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116 (School Improvement);

(N) a description of how the local educational agency will meet the requirements of section 1119 (Teacher Qualifications);

(O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A) (Eligible Attendance Areas);

(P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118 (Parent Involvement); and

(Q) where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

- (2) EXCEPTION- The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph (1) shall not be used —
- (A) in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2); or
 - (B) to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 (School Improvement), if such additional assessments or indicators described in such subparagraphs were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.

(c) ASSURANCES- *(space has been provided for each of these assurances to be addressed on page 15 of the DIP template).*

- (1) *IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency will —*
- (A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;*
 - (B) provide technical assistance and support to schoolwide programs;*
 - (C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 (schoolwide programs) and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 (Targeted Assistance) so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;*
 - (D) fulfill such agency's school improvement responsibilities under section 1116 (School Improvement), including taking actions under paragraphs (7) and (8) of section 1116(b);*
 - (E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120 (Private Schools), and timely and meaningful consultation with private school officials regarding such services;*
 - (F) take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;*
 - (G) in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;*
 - (H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications);*
 - (I) comply with the requirements of section 1119 (Teacher Qualifications) regarding the qualifications of teachers and paraprofessionals and professional development;*
 - (J) inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;*
 - (K) coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 (School Improvement) if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;*

(L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

(M) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;

(N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(O) assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

(2) SPECIAL RULE- In carrying out subparagraph (G) of paragraph (1), the Secretary —

(A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and

(B) shall disseminate to local educational agencies the Head Start performance standards as in effect under section 641A(a) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.

(3) INAPPLICABILITY- Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.

(d) PLAN DEVELOPMENT AND DURATION-

(1) CONSULTATION- *Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.*

(2) DURATION- Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.

(3) REVIEW- *Each local educational agency shall periodically review and, as necessary, revise its plan.*

(e) STATE APPROVAL-

(1) IN GENERAL- Each local educational agency plan shall be filed according to a schedule established by the State educational agency. *(Michigan has established a three year cycle for District Improvement Plans)*

(2) APPROVAL- The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan —

(A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and

(B) meets the requirements of this section.

(3) REVIEW- The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications).

(f) *PROGRAM RESPONSIBILITY- The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 (Schoolwide) and 1115 (Targeted Assistance).*

(g) PARENTAL NOTIFICATION-

(1) IN GENERAL-

(A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —

- (i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- (viii) information pertaining to parental rights that includes written guidance —

(I) detailing —

- (aa) the right that parents have to have their child immediately removed from such program upon their request; and
- (bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

Districts identified for Improvement - Required Plan Strategies

Sec. 1116 (3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY FOR IMPROVEMENT-

A State shall identify for improvement any local educational agency that, for 2 consecutive years, including the period immediately prior to the date of enactment of the No Child Left Behind Act of 2001, failed to make adequate yearly progress as defined in the State'.

7) LOCAL EDUCATIONAL AGENCY REVISIONS-

- (A) PLAN-** Each local educational agency identified under paragraph (3) shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff, and others. Such plan shall—
- (i)** incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;
 - (ii)** identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards;
 - (iii)** address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b) (3) (A) (iii)), but excluding funds reserved for professional development under section 1119 (Teacher Qualifications);
 - (iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2);*
 - (v)** address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;
 - (vi)** incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
 - (vii)** specify the responsibilities of the State educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the State educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A (Fiscal Requirements); and
 - (viii)** include strategies to promote effective parental involvement in the school.
- (B) IMPLEMENTATION-**The local educational agency shall implement the plan (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement.

A listing of all programs covered by NCLB is attached to this document



District Improvement Plan

Insert District Logo Here

School Year:
District:
Grades Served:
Enrollment:
Superintendent:

District Code:
Intermediate School District Code:

District Administrative Approval of Plan:

Superintendent Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Vision Statement:

District Mission Statement:

District Belief Statements:

URL location for this plan on the web:

State of Michigan District Improvement Planning Template

District: *	School Year: *							
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area:	<input type="checkbox"/> Active Goal <input type="checkbox"/> Maintenance Goal <input type="checkbox"/> Revised Goal							
Student Goal Statement: *								
Statement of gap in student achievement (Need Statement): *								
Contributing cause for the gap in student achievement: *								
List multiple sources of data used to identify this gap in student achievement: *								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area Goal to be included in this District Improvement Plan. (These should be addressed as strategies/activities in your SIP in Section III.)								
Section III: Plan to Accomplish Student Achievement Goals and Objectives								
Review the School Improvement Framework - key characteristic statements to get ideas for strategies to support goal and objectives								
Measurable Objective Statement to support Goal: *								
For this objective, list the multiple measures of assessment to be used that will provide authentic assessment of pupils' achievements, skills, and competencies: *								
Strategy Statement: *								
Activity to Implement the Strategy	Staff Responsible for Implementing Activity	Timeline for Activity		Resources Needed for Activity			Monitoring Plan for the Activity	Evidence of Activity Success
		Begin	End	Resource	Source	Amount		
Activity *	*	*	*	*	*	*	*	*
Other Required Information								
What research did you review to support the use of this strategy and activity plan? *								
What professional learning activities will you need to provide to support the successful implementation of this strategy/activities? *								
How has the district integrated its available fiscal resources to support this strategy and activities? *								
How has the district assessed the need for, and integrated the use of, telecommunications, and informational technology to support this strategy and activities? *								
Monitoring and Evaluation								
What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? *								
Annually, provide an outcome statement, and evidence that describes the success in meeting this goal. *								

For each of the assurances listed below, provide a description of how the district will demonstrate and document compliance with each of the assurance statements.

District: *	School Year: *
Sec. 1112-(c) - Assurances Required by No Child Left Behind	
(A) Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. *	
(B) Provide technical assistance and support to schoolwide programs. *	
(C) Work in consultation with schools as they develop the schools' plan pursuant to section 1114 (schoolwide programs) and assist schools as they implement such plans or undertake activities pursuant to section 1115 (Targeted Assistance) so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. *	
(D) Fulfill such agency's school improvement responsibilities under section 1116 (School Improvement), including taking actions under paragraphs (7) and (8) of section 1116(b). *	
(E) Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120 (Private Schools), and timely and meaningful consultation with private school officials regarding such services. *	
(F) Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. *	
(G) In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. *	
(H) Work in consultation with schools as they develop and implement their plans or activities under sections 1118 (Parent Involvement) and 1119 (Teacher Qualifications). *	
(I) Comply with the requirements of section 1119 (Teacher Qualifications) regarding the qualifications of teachers and paraprofessionals and professional development qualifications. *	
(J) Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999. *	
(K) Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 (School Improvement) if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school. *	
(L) Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. *	
(M) Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year. *	
(N) Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practically possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. *	
(O) Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D). *	
(Additional) An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994. *	

Stakeholder Involvement

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

District Improvement Planning Team Members			
Name	Signature	Position	E-mail

Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan.

Describe how decisions about curriculum, instruction, and assessment are made at this school, and how all stakeholders are involved in the process.

Describe how school and student information and progress will be shared with all stakeholders in a language they can understand.

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

[illegible]

Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan. 🌸

Describe how decisions about curriculum, instruction, and assessment are made at this school, and how all stakeholders are involved in the process. 🌸

Describe how school and student information and progress will be shared with all stakeholders in a language they can understand. 🌻

Statement of Non Discrimination

Federal Office Of Civil Rights

The district complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this district that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service, or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Title of District Contact: ❀

Address: ❀

Telephone Number: ❀

References:

Title VI of the Civil Rights Act of 1964,
Title IX of the Education Amendments of 1972,
Section 504 of the Rehabilitation Act of 1973,
The Age Discrimination Act of 1975,
The Americans with Disabilities Act of 1990
Elliott-Larsen prohibits discrimination against religion.



MICHIGAN SCHOOL IMPROVEMENT FRAMEWORK



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Office of School Improvement

FRAMEWORK OVERVIEW

Each year, schools and districts review policies and practices to consider ways to improve and enhance student achievement. This process, commonly referred to as the school improvement process, is deeply embedded in building, district and state planning and accountability systems, and has become an integral and necessary part of school and system reform. While this type of planning has existed for many years, recent state and federal mandates including annual testing directives and increased accountability have intensified the importance of this process and its outcomes.

Since the passage of Public Act 25 in 1990, Michigan schools and districts have been required to develop 3-5 year school improvement plans. Schools and districts use these plans as a blueprint to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. They also use it to measure their ability to meet the goals and objectives established in the plan.

To provide schools and districts with a comprehensive framework based on current research and best practice, the Michigan Department of Education in conjunction with school improvement specialists and educators across the state, developed the Michigan School Improvement Framework. This framework can be individualized and used in multiple ways to develop, support and enhance school improvement plans. For example, the framework can be used to guide the development of a school improvement plan. It can also be used by buildings and districts to review and enhance existing improvement plans to reveal where plans match or differ from state-of-the-art school improvement practice. In addition, this framework can be used during a peer-assessment exchange with a similar school which could lead to mutual problem solving.

UNDERSTANDING THE FRAMEWORK

The framework is organized in a typical curriculum development layout with strands, standards, and benchmarks. Within the framework, there are five strands or areas of general focus. Drilling down into the 12 standards are 26 benchmarks that further define the standards within each strand. These benchmarks will be used to guide revisions to Michigan's Education Yes! accreditation performance indicators. Each benchmark also contains helpful key characteristics and sample discussion questions districts and schools can use to guide discussion and increase understanding of the research-based school improvement benchmarks.

Strand I	Strand II	Strand III	Strand IV	Strand V
Teaching for learning	Leadership	Personnel & Professional Learning	School & Community Relations	Data & Information Management
Standards (12) and Benchmarks (26)				
1. Curriculum <ul style="list-style-type: none"> Aligned, Reviewed & Monitored Communicated 2. Instruction <ul style="list-style-type: none"> Planning Delivery 3. Assessment <ul style="list-style-type: none"> Aligned to Curriculum and Instruction Data Reporting and Use 	1. Instructional Leadership <ul style="list-style-type: none"> Educational Program Instructional Support 2. Shared Leadership <ul style="list-style-type: none"> School Culture & Climate Continuous Improvement 3. Operational Resource Management <ul style="list-style-type: none"> Resource Allocation Operational Management 	1. Personnel Qualifications <ul style="list-style-type: none"> Requirements Skills, Knowledge, Dispositions 2. Professional Learning <ul style="list-style-type: none"> Collaboration Content & Pedagogy Alignment 	1. Parent/Family Involvement <ul style="list-style-type: none"> Communication Engagement 2. Community Involvement <ul style="list-style-type: none"> Communication Engagement 	1. Data Management <ul style="list-style-type: none"> Data Generation, Identification & Collection Data Accessibility Data Support 2. Information Management <ul style="list-style-type: none"> Analysis & Interpretation Applications
Key Characteristics with Sample Discussion Questions				

STRAND I: TEACHING FOR LEARNING

FRAMEWORK

STRAND I: TEACHING FOR LEARNING

STANDARD 1: CURRICULUM

BENCHMARK A: ALIGNED, REVIEWED & MONITORED

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 1: CURRICULUM

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK A: ALIGNED, REVIEWED & MONITORED

School/district written curriculum is aligned with, and references, the appropriate learning standards (Michigan Curriculum Framework, Grade Level Content Expectations, Addressing Unique Educational Needs, International Society for Technology in Education, etc.).

Key Characteristics with Sample Discussion Questions:

1. Curriculum Document(s)

- In what ways does the school have current written curriculum documentation for the Michigan Curriculum Framework core areas (English Language Arts, Mathematics, Science, Social Studies, the Arts)?
- In what ways does the school have current written curriculum documentation for all additional areas taught, e.g., Career and Employability Skills, Health Education, Physical Education, Technology, World Languages?

2. Standards Alignment

- How does the school curriculum align with, and reference, the Michigan Curriculum Framework standards and benchmarks?
- How does the school curriculum align with, and reference, the benchmarks and Content Expectations for English Language Arts, Mathematics, Science, Social Studies, the Arts, Career and Employability Skills, Health Education, Physical Education, Technology, World Languages?

3. Articulated Design

- How do you assure the written curriculum in each content area is vertically aligned across grades?
- How do you assure the written curriculum is horizontally aligned across content at each grade level?

4. Curriculum Review

- How do you assure the written curriculum is reviewed and revised at least every five years?

5. Inclusive

- How does curriculum design assure all students have access to the general education curriculum?
- How is the curriculum design modified/differentiated to support the needs of all students?

Strand Navigation:

➤ TEACHING FOR LEARNING

- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND I: TEACHING FOR LEARNING

FRAMEWORK

STRAND I:
TEACHING FOR LEARNING

STANDARD 1:
CURRICULUM

BENCHMARK B:
COMMUNICATED

STANDARD 2:
INSTRUCTION

BENCHMARK A:
PLANNING

BENCHMARK B:
DELIVERY

Strand Navigation:

➤ TEACHING FOR LEARNING

- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

BENCHMARK B: COMMUNICATED

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

Key Characteristics with Sample Discussion Questions:

1. Staff

- In what ways are the curriculum clear, concise, and discussed by staff?
- How do teachers know what they are expected to teach in their grade/course?
- How do teachers know the curriculum for the grade(s)/course(s) that precede and follow their current assignment?

2. Students

- How are the curriculum expectations communicated to students in a manner they can understand?

3. Parents

- How are the curriculum expectations communicated to parents in a manner they can understand?

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK A: PLANNING

Processes used to plan, monitor, reflect and refine instruction that support high expectations for all students.

Key Characteristics with Sample Discussion Questions:

1. Content Appropriateness

- How are classroom lessons aligned to the school's/district's written curriculum?
- How are the planned instructional processes and practices appropriate for the content?

2. Developmental Appropriateness

- How are the planned instructional processes and practices appropriate for the levels and needs of all students?
- How are the planned instructional processes and practices engaging for all students?

3. Reflection and Refinement

- How are planned instructional processes reviewed and refined to meet the needs of all students?

BENCHMARK B: DELIVERY

Instructional practices are used to facilitate student learning.

Key Characteristics with Sample Discussion Questions:

1. Delivered Curriculum

- How does classroom instruction implement the district/school curriculum?
- How does best practice inform the delivery of the curriculum?
- To what extent is the planned instruction implemented?

2. Best Practice

- How is research-based instruction practice being used across the curriculum?
- How is instruction differentiated to meet the needs of individual learners?
- How are the teaching for learning standards from the Michigan Curriculum Framework implemented?
- How do teachers use available technology to support student learning?
- How does staff integrate technology into curriculum instruction and assessment?

3. Student Engagement

- How does instructional delivery engage the students?

STRAND I: TEACHING FOR LEARNING

FRAMEWORK

STRAND I: TEACHING FOR LEARNING

STANDARD 3: ASSESSMENT

BENCHMARK A: ALIGNED TO CURRICULUM & INSTRUCTION

BENCHMARK B: DATA REPORTING & USE

STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

BENCHMARK A: ALIGNED TO CURRICULUM & INSTRUCTION

Student assessments are aligned to the school's curriculum and instruction.

Key Characteristics with Sample Discussion Questions:

1. Alignment/Content Validity

- How are assessments aligned with the curricula and instruction (written and enacted)?
- To what extent are assessments aligned with assessment standards in the Michigan Curriculum Framework?

2. Consistency/Reliability

- In what ways are assessments reliable? (Are they stable sources of information?)
- How do different sources of information (e.g., tests, rubrics, teachers, etc.) produce comprehensive and/or comparable results?

3. Multiple Measures

- How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.)?
- How are students enrolled in Prekindergarten through 12th grade assessed?

BENCHMARK B: DATA REPORTING & USE

Student assessment results are communicated to, and used by, staff, students, and parents to improve student achievement.

Key Characteristics with Sample Discussion Questions:

1. Reporting

- In what ways are assessment results reported to staff in a timely manner and in a form they can use?
- In what ways are assessment results reported to students in a timely manner and in a form they can use?
- In what ways are assessment results reported to parents in a timely manner and in a form they can use?

2. Informs Curriculum and Instruction

- How is data used to determine/improve curriculum and instruction at the building and classroom levels?
- How is data used to determine/improve student learning?

3. Meets Student Needs

- In what ways are assessment results used to identify needs and assist students?
- How do students use data and related staff feedback to monitor and improve their own performance?
- In what ways are students re-assessed on skills they have not previously attained?

Strand Navigation:

➤ TEACHING FOR LEARNING

- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND II: LEADERSHIP

FRAMEWORK

STRAND II: LEADERSHIP

STANDARD 1: INSTRUCTIONAL LEADERSHIP

BENCHMARK A: EDUCATIONAL PROGRAM

BENCHMARK B: INSTRUCTIONAL SUPPORT

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK A: EDUCATIONAL PROGRAM

School leaders are knowledgeable about the school's educational programs and act on this knowledge.

Key Characteristics with Sample Discussion Questions:

1. Knowledge of Curriculum, Instruction, and Assessment

- How knowledgeable are school leaders about curriculum?
- How knowledgeable are school leaders about instruction?
- How knowledgeable are school leaders about assessment?

2. Knowledge & Use of Data

- In what ways do school leaders demonstrate both their understanding and use of multiple types and sources of data in support of student learning?

3. Technology

- How do school leaders assure that technology supports curriculum, instruction, and assessment?

4. Knowledge of Student Development & Learning

- How do school leaders consider student developmental stages and adolescent learning theory when making decisions?

5. Knowledge of Adult Learning

- How do school leaders apply adult learning theory?

6. Change Agent

- In what ways do school leaders understand and act on their role as a catalyst for change?

7. Focus on Student Results

- In what ways do school leaders focus on student results to inform curriculum, instruction, and assessment?

BENCHMARK B: INSTRUCTIONAL SUPPORT

School leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction.

Key Characteristics with Sample Discussion Questions:

1. Monitoring

- How do school leaders monitor programs and practices on a regular basis?

2. Coaching & Facilitating

- In what ways do school leaders model, coach, and facilitate best-practices of teaching for learning?

3. Evaluation

- In what ways do staff evaluations include components critical to effective teaching for learning?

4. Clear Expectations

- In what ways do leaders clearly communicate expectations?

5. Collaboration & Communication

- How do school leaders provide opportunities to staff for communicating about teaching for learning?

Strand Navigation:

- TEACHING FOR LEARNING

➤ LEADERSHIP

- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND II: LEADERSHIP

FRAMEWORK

STRAND II: LEADERSHIP

STANDARD 2: SHARED LEADERSHIP

BENCHMARK A: SCHOOL CULTURE & CLIMATE

BENCHMARK B: CONTINUOUS IMPROVEMENT

STANDARD 2: SHARED LEADERSHIP

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

BENCHMARK A: SCHOOL CULTURE & CLIMATE

Staff creates an environment conducive to effective teaching for learning.

Key Characteristics with Sample Discussion Questions:

1. Safe and Orderly

- Does a safe and orderly environment exist in the building?

2. Learning Focused

- In what ways does a culture and climate focused on learner outcomes exist in the school?

3. Inclusive & Equitable

- In what ways do all students have equal access to the curriculum and learning opportunities?

4. Collaborative Inquiry

- How do staff engage in dialogue and reflection about teaching for learning?

5. Data-Driven Culture

- How do staff use data to measure the effectiveness of the school and its processes?
- How do staff use data continuously, collaboratively, and effectively to improve teaching for learning?

6. Collaborative Decision-Making Process

- How do staff engage in making decisions that impact the school community?
- How do staff take ownership for the decisions that are made?

BENCHMARK B: CONTINUOUS IMPROVEMENT

Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

Key Characteristics with Sample Discussion Questions:

1. Shared Vision & Mission

- How are the vision and mission of the school clearly articulated to all stakeholders?
- How do staff communicate high expectations for students?

2. Results-Focused Plan

- Is there a school-developed, written plan for continuous improvement?
- How do the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data?
- How does the plan meet the requirements of state and federal mandates?

3. Implemented

- How is the plan for improvement implemented and supported by the entire school and community?

4. Monitored

- How is the plan for improvement continuously monitored and adjusted at least annually?

Strand Navigation:

- TEACHING FOR LEARNING

➤ LEADERSHIP

- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND II: LEADERSHIP

FRAMEWORK

STRAND II: LEADERSHIP

STANDARD 3: OPERATIONAL & RESOURCE MANAGEMENT

BENCHMARK A: RESOURCE ALLOCATION

BENCHMARK B: OPERATIONAL MANAGEMENT

STANDARD 3: OPERATIONAL & RESOURCE MANAGEMENT

School leaders organize and manage the school to support teaching for learning.

BENCHMARK A: RESOURCE ALLOCATION

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

Key Characteristics with Sample Discussion Questions:

1. Human Resources

- How do school leaders deploy and support human resources to maximize student learning?

2. Fiscal

- How do school leaders align the allocation of monetary resources to support teaching for learning goals?

3. Equipment and Materials

- How do school leaders align the allocation of equipment and materials to support teaching for learning goals?

4. Time

- How do school leaders allocate time to support teaching for learning goals?

5. Space

- How do school leaders allocate space to support teaching for learning goals?

BENCHMARK B: OPERATIONAL MANAGEMENT

School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

Key Characteristics with Sample Discussion Questions:

1. State and Federal

- In what ways do school leaders implement state- and federal-level mandates, regulations and rules as they apply to the school?

2. District

- How do school leaders implement local Board policies and district-level procedures as they apply to the school?

3. School

- In what ways do school leaders design, implement, and monitor school-level policies and procedures?
- In what ways does the school meet all required state and federal regulations and building maintenance standards?

Strand Navigation:

- TEACHING FOR LEARNING

➤ LEADERSHIP

- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

FRAMEWORK

STRAND III:
PERSONNEL & PROFESSIONAL
LEARNING

STANDARD 1:
PERSONNEL QUALIFICATIONS

BENCHMARK A:
REQUIREMENTS

BENCHMARK B:
SKILLS, KNOWLEDGE
& DISPOSITIONS

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 1: PERSONNEL QUALIFICATIONS

School/district staff qualifications, knowledge, and skills support student learning.

BENCHMARK A: REQUIREMENTS

Staff meet requirements for position held.

Key Characteristics with Sample Discussion Questions:

1. Certification/Requirements

- How do school leaders assure that all staff hold necessary certification(s) and/or meet applicable requirements?

2. NCLB (Highly Qualified)

- How do impacted staff meet requirements as specified in federal law?

BENCHMARK B: SKILLS, KNOWLEDGE & DISPOSITIONS

Staff has the professional skills to be effective in their positions.

Key Characteristics with Sample Discussion Questions:

1. Content Knowledge

- How do school leaders assure staff have substantial content knowledge in their assigned area?

2. Communication

- In what ways does staff communicate effectively with students, parents, and colleagues?

3. School/Classroom Management

- How do staff establish and use systems to maximize student learning?
- How do staff utilize strategies to maximize student learning?

4. Collaboration

- How do staff collaborate on student learning?

5. Student-Centered

- How do staff give the needs of students first priority?

6. Technology

- In what ways does staff possess/use instructional technology skills to support/enhance professional practice?
- How do staff integrate educational technology into curriculum, instruction and assessment?

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP

➤ PERSONNEL & PROFESSIONAL LEARNING

- SCHOOL & COMMUNITY RELATIONS
- DATA & INFORMATION MANAGEMENT

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

FRAMEWORK

STRAND III:
PERSONNEL &
PROFESSIONAL LEARNING

STANDARD 2:
PROFESSIONAL LEARNING

BENCHMARK A:
COLLABORATION

BENCHMARK B:
CONTENT & PEDAGOGY

BENCHMARK C:
ALIGNMENT

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP

➤ PERSONNEL & PROFESSIONAL LEARNING

- SCHOOL &
COMMUNITY RELATIONS
- DATA & INFORMATION
MANAGEMENT

STANDARD 2: PROFESSIONAL LEARNING

Educators in schools/districts acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students (National Staff Development Council).

BENCHMARK A: COLLABORATION

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

Key Characteristics with Sample Discussion Questions:

1. Staff Participates in Learning Teams

- In what ways does the school have structures in place where teachers/staff work in learning teams?

2. Staff Collaboratively Analyze Student Work

- How do staff continuously collaborate to adjust instruction based on on-going student performance?

BENCHMARK B: CONTENT & PEDAGOGY

Professional learning at schools/districts emphasize both content and pedagogy of teaching for learning.

Key Characteristics with Sample Discussion Questions:

1. Uses Best-Practices

- How does professional learning use examples of best practice to increase teachers' understanding of how students learn?
- How does professional learning model effective constructive strategies to improve student achievement?
- How does professional learning model best practice to help teachers better differentiate instruction?

2. Applies Curriculum Content

- In what ways do teachers have deeper content understanding due to professional learning?

3. Induction/Mentoring/Coaching

- How are new teachers inducted and supported in a manner that helps them be successful?

BENCHMARK C: ALIGNMENT

School/district professional learning is needs-based, aligned, job-embedded, and results-driven.

Key Characteristics with Sample Discussion Questions:

1. Aligned

- How are professional learning opportunities provided to meet identified individual/group staff needs?
- How is professional learning aligned with the school improvement plan, Michigan Curriculum Framework and National Staff Development Council Standards?

2. Job-embedded

- In what ways are professional learning opportunities embedded within the regular work day?
- In what ways are professional learning opportunities structured to meet adult learning needs?
- How do teachers/staff apply learning from professional learning?
- To what extent do colleagues observe one another and provide feedback regarding application of learning?

3. Results-driven

- How do colleagues observe one another and provide feedback regarding application of learning?
- How are student results analyzed to determine the impact of professional learning?

STRAND IV: SCHOOL & COMMUNITY RELATIONS

FRAMEWORK

STRAND IV: SCHOOL & COMMUNITY RELATIONS

STANDARD 1: PARENT/FAMILY INVOLVEMENT

BENCHMARK A: COMMUNICATION

BENCHMARK B: ENGAGEMENT

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 1: PARENT/FAMILY INVOLVEMENT

Schools actively and continuously involve parents and families in student learning and other school activities.

BENCHMARK A: COMMUNICATION

School/parent/family communications are two-way, ongoing, and meaningful.

Key Characteristics with Sample Discussion Questions:

1. Methods

- How are a variety of communication tools used on a regular basis by the schools?
- How are opportunities provided for direct contact between the school and parents/families that take into consideration a variety of parent needs (e.g., parents' schedules, transportation, translations, interpretation, and child care)?
- How does the school share the board-approved district and school parent involvement plans with parents and families?

2. Diversity

- How does the communication system address issues of family diversity, including language, culture, economic status, and belief systems?

BENCHMARK B: ENGAGEMENT

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

Key Characteristics with Sample Discussion Questions:

1. Volunteering

- In what ways are those who are able to volunteer provided various opportunities to do so?
- Is there a system in place to identify and utilize parents' interests, talents, and availability?

2. Extended Learning Opportunities

- How does the school create opportunities for parents/families to learn about, and become involved in, curricular and instructional activities in school?
- How is information provided about how parents/families can foster learning at home by giving appropriate assistance, monitoring homework, and giving feedback to teachers?

3. Decision-Making

- How does the school engage parents/families in school improvement planning and policy-making?
- How does the school engage parents/families in understanding lifelong needs and consequences of a student's academic plan K-12, and how best to make decisions for that plan for their students?

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING

➤ SCHOOL & COMMUNITY RELATIONS

- DATA & INFORMATION MANAGEMENT

STRAND IV: SCHOOL & COMMUNITY RELATIONS

FRAMEWORK

STRAND IV:
SCHOOL &
COMMUNITY RELATIONS

STANDARD 2:
COMMUNITY INVOLVEMENT

BENCHMARK A:
COMMUNICATION

BENCHMARK B:
ENGAGEMENT

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING

➤ **SCHOOL & COMMUNITY RELATIONS**

- DATA & INFORMATION MANAGEMENT

STANDARD 2: COMMUNITY INVOLVEMENT

The community-at-large is supportive of and involved in student learning and other school activities.

BENCHMARK A: COMMUNICATION

Communications within the community are welcoming, visible, purposeful, and take into account diverse populations.

Key Characteristics with Sample Discussion Questions:

1. Methods

- How are a variety of communication tools used on a regular basis?

2. Diversity

- How does the communication system address issues of community diversity, including: language, culture, economic status, and belief systems?

BENCHMARK B: ENGAGEMENT

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

Key Characteristics with Sample Discussion Questions:

1. Business Community

- In what ways does the partnership extend the learning opportunities for students and relate expectations of the workplace?
- In what ways does the school partner with businesses to obtain additional resources to support programs?

2. Educational Institutions

- In what ways does the school partner with educational institutions and other organizations that offer educational programs, to supplement and extend learning opportunities for students?

3. Community Agencies

- In what ways does the school partner with community agencies to coordinate social services for students and families?

4. Collaboration

- How is community input utilized in planning?
- How are community resources used to enhance educational opportunities?
- How are school resources used to support community programs?

STRAND V: DATA & INFORMATION MANAGEMENT

FRAMEWORK

STRAND V: DATA & INFORMATION MANAGEMENT

STANDARD 1: DATA MANAGEMENT

BENCHMARK A: DATA GENERATION, IDENTIFICATION, AND COLLECTION

BENCHMARK B: DATA ACCESSIBILITY

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures, and systems for the generation, collection, storage, and retrieval of its data.

BENCHMARK A: DATA GENERATION, IDENTIFICATION, AND COLLECTION

Schools have a process for the generation, identification, and collection of student and school information.

Key Characteristics with Sample Discussion Questions:

1. Purpose

- How does the school use data to identify strengths and challenges?
- How does the school use data to develop strategies to maintain strengths and address challenges?
- How does the school collect data that shows who is or is not learning and why?
- How does the school use data to determine the effectiveness of strategies?
- How does the school collect the appropriate data for identified groups and use it in the planning process?

2. Systematic

- To what extent does the school have a process to determine the data to be collected?
- How does the school ensure the collection of all needed data?

3. Multiple Types

- How are multiple types of data collected (e.g., student achievement, demographics, perception, context/process)?

4. Multiple Sources

- How is each type of data collected from multiple sources?
- How are multiple years of data available from any given source?

5. Technical Quality

- In what ways are the data reliable, valid, and timely?

BENCHMARK B: DATA ACCESSIBILITY

The appropriate information and data are readily accessible.

Key Characteristics with Sample Discussion Questions:

1. Retrievable

- In what ways do teachers, students, administrators, parents and community members, have access to the data they need when they need it?

2. Security

- How is data secured so that it is available only to authorized users?

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS

➤ DATA & INFORMATION MANAGEMENT

STRAND V: DATA & INFORMATION MANAGEMENT

FRAMEWORK

STRAND V:
DATA & INFORMATION
MANAGEMENT

BENCHMARK C:
DATA SUPPORT

STANDARD 2:
INFORMATION MANAGEMENT

BENCHMARK A:
ANALYSIS
& INTERPRETATION

BENCHMARK B:
APPLICATIONS

Strand Navigation:

- TEACHING FOR LEARNING
- LEADERSHIP
- PERSONNEL & PROFESSIONAL LEARNING
- SCHOOL & COMMUNITY RELATIONS

➤ DATA & INFORMATION MANAGEMENT

BENCHMARK C: DATA SUPPORT

The system provides multiple types and sources of data.

Key Characteristics with Sample Discussion Questions:

1. Process

- How are data organized, summarized, and formatted for analysis?
- Does staff have the skills, knowledge, and disposition to analyze data?
- How are opportunities provided by the school/district for collaborative analysis of data?

2. Tools

- To what extent are data provided that shows comparison across groups?
- To what extent are data provided that shows comparisons over time?
- To what extent are multiple types and sources of data provided that show comparison for analysis over time?

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

BENCHMARK A: ANALYSIS & INTERPRETATION

Staff use appropriate methods to examine data and collaboratively determine its possible meaning.

Key Characteristics with Sample Discussion Questions:

1. Analysis

- How well does the data help staff understand comparisons across groups?
- How well does the data help staff understand comparisons over time?
- How well does the analysis of multiple types and sources of data help staff understand comparisons over time?
- How are multiple years of data aggregated and disaggregated?
- In what ways do schools use benchmark data to improve student achievement?

2. Dialogue about Meaning

- How do staff discuss the data they have, what it means, and what action it implies?
- Is there a process in place to interpret/explain data that involved multiple members of the school community?
- How have various interpretations and explanations been considered?

BENCHMARK B: APPLICATIONS

Data are used to inform school decisions including monitoring and adjusting teaching for learning.

Key Characteristics with Sample Discussion Questions:

1. Dissemination

- How does the school share what it has learned from data analysis and interpretation?
- How does the school determine the audience for its data analysis and interpretation results?
- How does the school use information to build support for decisions?

2. Data-Driven Decision Making

- How is information derived from the data used to make decisions and determine actions at the classroom and student level?
- How is information derived from the data used to make decisions and determine actions at the school level?
- How is information derived from the data used to monitor and evaluate the effectiveness of decisions and actions?

FRAMEWORK GLOSSARY

Accountability - The process by which educators are held responsible for performance or outcomes. These expectations can be set at the classroom, school, district, and/ or state level.

Action Plan - A strategy for achieving a objective.

Activity - An educational practice designed to stimulate learning by firsthand experience.

Adult Learning Theory - A concept that examines how adults learn. The adult learner assimilates useful information into his/her personal "experience bank" against which future learning events will be compared and to which new concepts will be related. Unless what is learned can be applied to actual work or life situations, the learning will not be effective or long lasting.

Analysis & Interpretation - The study or determination of the nature and relationship of the parts. Highest level of learning for student success.

Applies Curriculum Content - Curriculum content is taught in the courses offered by an educational institution.

Articulated Design - Clearly defined and agreed upon curriculum and transfer of credit.

Assessment - Instruments used to collect data and evaluate student performance. In order to capture a complete and accurate picture of student achievement, a variety of, or multiple data sources, are strongly recommended. A primary purpose of collecting assessment data from multiple sources is to use the data to change instruction. Each assessment must be aligned with at least one of the student performance goals in the school improvement plan. The quality of assessment is described using terms "reliable," "valid," and "fair."

Assessment (Formative) - Assessment that occurs concurrently with instruction and is used to provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Examples include teacher observations, upgraded quizzes, graphic organizers, and portfolio reviews.

Assessment (Summative) - Assessment that summarizes what students have learned at the conclusion of an instructional segment. They tend to be evaluative in nature. Examples include tests, final exams, and culminating projects.

Benchmark - A standard by which something can be measured or judged. To measure according to specified standards in order to compare it with and improve one's own product.

Best Practice - Practices that are based on current research, include the latest knowledge and technology, and have proven successful across diverse student populations.

Building Maintenance Standards - Codes defined by state and municipal law.

Change Agent - An individual's actions or manner resulting in social, cultural, or behavioral change.

Clear Expectations - Detailed expectations that are well defined and are the desired outcome.

Climate (community) - The prevailing opinions, attitudes, and conditions in a school community pertaining to the improvement of the school educational program.

Climate (school) - The prevailing opinions, attitudes, and conditions in the school pertaining to the total school program and its improvement. Aspects such as learning conditions, safety, the academic press, and any extra-classroom conditions affecting student or faculty morale, may be viewed as components of the general condition called climate.

Cohesive Plan - A systemic plan that has elements that are linked and work together.

Collaboration - Working together with one or more individuals to achieve a common goal.

Collaborative Inquiry - Educators are engaged with each other in reflection and dialogue involving teaching and their impact on student learning.

Communication Tools - Multiple methods of communication, such as print, phone, email, etc.

Community Involvement - The community at large is supportive and actively engaged in student learning and other school activities.

Consistency/Reliability (Assessment) - See definition on Reliability.

Content Appropriateness - Classroom lessons are appropriate and aligned with written curriculum.

Content Knowledge - Understanding, knowledge, skills and attitudes related to specific subject content areas.

Content Standard - What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes, as well as concepts in the core academic subjects.

FRAMEWORK GLOSSARY

Content Validity (Assessment) - Assessments are aligned with written and enacted curriculum.

Continuous Improvement - A process by which staff engages in collaborative inquiry, focused on consistent assessments, monitoring, adjusting, implementing, and evaluating to increase student achievement.

Core Curriculum - A curriculum or course of study that is deemed central and usually made mandatory for all students of a school or school system based on state standards. The Michigan core curriculum addresses English language arts, math, science, social studies, and arts education.

Curriculum - A coherent plan for instruction and learning. Curriculum serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Curriculum Alignment - The process of integrating and sequencing what is to be taught between, among, and across grades/ subjects. Curriculum alignment occurs when the standards for all learners are agreed upon and written (curriculum), the standards are reflected in the instructional delivery program (instruction), and the learner is assessed to determine if the standards have been achieved.

Curriculum Map - A tool and a way of collecting data for aligning, pacing, and sequencing instruction and assessment in a classroom, grade level, content area, school, district, or all. Curriculum maps, which are calendar based, show what students are learning in classrooms. Curriculum maps can be used to ensure vertical and horizontal alignment of school or district curriculum. Delineation of the instructional program within building or district. It includes learning objectives, essential content, resources, assessment tools, pacing guides, and process.

Culture - Atmosphere, climate, environment, belief systems, attitudes. The way things are done.

Data - Factual information, especially information organized for analysis or used to reason or make decisions.

Data-Based Decision Making - Analyzing existing sources of information such as: class and school; attendance; grades; test scores; and other data including portfolios, surveys, interviews to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.

Data Driven Culture - When the atmosphere and culture within a building or district is driven and supported by data.

Delivered Curriculum - Curriculum that is being taught in the classroom.

Developmental Appropriateness - Curriculum is appropriate for the level and needs of all students.

Deploy - To put into action or implement.

Disaggregation - The process of breaking down data into smaller subsets in order to more closely analyze performance. Disaggregation is an analysis tool that lets you determine whether there is equity on outcome measures whether different groups of students are performing similarly on the outcomes.

Differentiated Instruction - Planning for teaching and learning in ways that are designed to meet the needs of learners at differing levels of the learning continuum.

Dispositions - Attitudes, aptitudes.

Diversity - Diversity as differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

EducationYES! - Education Yardstick for Excellent Schools is the State of Michigan accreditation program for public schools and public school academies.

Enacted Curriculum - See definition for Delivered Curriculum.

Enhance Professional Practice - Improve staff efficiency and effectiveness.

Equitable & Inclusive - Providing all students with equal access to curriculum and learning opportunities.

Essence/Elements - The essence of the goal defines what a school will work on to improve student achievement or clearly describes points of emphasis related to the goal. Strategies/interventions and activities directly address the identified gaps in learning that are outlined from these points of emphasis of the goal.

Facilitate - To make easier; help bring about.

Gap Analysis - An analysis of the gap between requirements that are met and not met; a deficiency assessment.

Goal Essence - Defines what a school will work on to improve student achievement or clearly describes the points of emphasis related to the goal. Strategies/interventions and activities address the identified gaps in learning outlined in the essence of the goal.

Goals - Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.

FRAMEWORK GLOSSARY

Grade Level Content Expectation (GLCE) - Outline of learning expectations that are used to drive grade level assessments based on state standards and benchmarks.

Highly Qualified Teacher - A requirement that all teachers in Michigan meet specific guidelines, as outlined in NCLB and the Michigan Department of Education, to be considered highly qualified. Visit www.michigan.gov/opps to review current information.

Horizontally Aligned - Compatible across grade or subject.

Instruction - The decisions and actions of teachers before, during, and after teaching to increase the probability of student learning.

Instructional Activities - Learning activities which support classroom instruction.

Instructional Delivery - The method used to convey information/message focused on increasing students' acquisition of knowledge and skills.

Instructional Leadership - School leaders create and sustain a context for learning that puts students' learning first.

Intentional Processes - Thoughtful, deliberate, step-by-step processes designed to explicitly carry out a goal.

Instructional Support - Leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction based on student achievement data and information.

Instructional Technology - Incorporating effective technology strategies to enhance teaching and learning.

Job Embedded - Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences, and have shared dialog about their insights.

Learning Community - A professional community of learners in which the teachers, administrators and support staff in a school continuously seek and share learning, and then act on what they learn, to improve and enrich their effectiveness as content providers and instructional coaches.

Learning Focused - Focused on the process of students acquiring knowledge, skills, attitudes, or values through study.

Michigan Curriculum Framework (MCF) - The Michigan Curriculum Framework is a resource for helping Michigan's public and private schools design, implement, and assess their core content area curricula. The content standards identified in this document are presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education. They represent rigorous expectations for student performance, and describe the knowledge and abilities needed to be successful in today's society. When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement.

Mission Statement - A statement that identifies the priorities and educational beliefs of the school or district.

Model - One serving as an example to be imitated or compared.

No Child Left Behind Act of 2001 (NCLB) - This law redefines the federal role in K-12 education and is aimed at closing the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principals: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have proven to work (see www.nochildleftbehind.gov).

Operational & Resource Management - School leaders organize and manage the school to support teaching and learning.

Professional Development/Learning - A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.

Public Act 25 - A set of education initiatives intended to improve the educational programs and outcomes for all students in Michigan schools by requiring all schools to engage in a process of planning for continuous school improvement.

Reflection & Refinement - Analysis and evaluation of practices for the purpose of improvement.

Reliability (Assessment) - The degree to which an assessment or instrument consistently measures an attribute, such as a skill, disposition, knowledge.

Results Driven Instruction - Instruction informed by data and focused on results.

Retrievable Data - Data that is useful and accessible.

Rubric - An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria.

Scaffolding - An instructional technique in which the teacher breaks a complex task into smaller tasks, builds on student's prior knowledge, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

FRAMEWORK GLOSSARY

School Culture & Climate - School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways.

School Improvement - A collaborative process through which staff identifies strengths and weaknesses of the entire school operation and uses that information as a basis for making positive changes in deliberate, cohesive, observable and measurable student outcomes.

School Improvement Plan - A tool for creating and managing change. This written plan identifies student performance goals, supports data for the goal, assessments, research, strategies/interventions, professional development, resources, timeline, and persons responsible for implementing the actions identified with the plan. See Michigan Compiled Law (MCL) 380.1277 for details regarding the requirements. Visit <http://www.legislature.mi.gov> for more information.

School Improvement Team - The job of this team is to develop, implement, and monitor the school's improvement plan. The team is comprised of a representative group of people from the school and community. Each school improvement team has a chairperson or co-chairs assigned to coordinate the activities of the committee. The committee ensures that all components of the process are addressed and that tasks are completed in a timely fashion. Specific membership requirements can be found in MCL 380.1277. For Title I schools, parents of Title I students and Title I staff will need to be represented on the school improvement team/steering committee.

Shared Leadership - A condition in which structures and processes exist to support leadership in which all staff has ownership and responsibility for student learning.

Site-based decision making - An approach to running a school involving the staff in all important decisions. This includes curriculum, schedules, finances, facilities, and resources.

S.M.A.R.T. Goals - Specific, Measurable, Attainable, Realistic, Timely goals.

Standards Alignment - The process of assuring curriculum is aligned with state standards and content expectations.

Strand - Clusters of related content standards often representing disciplines (geometry, physical science, or history), or a cross-cutting theme (inquiry).

Student Centered - Approach to instruction focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators.

Student Engagement - Students are actively interested and involved in learning.

Student Portfolios - A personal collection of information describing and documenting a student's achievements, learning, and goals.

Sub Goals - Incremental objectives to reach main goal.

Validity (Assessment) - The degree to which an assessment accurately measures intended attributes, such as content knowledge, skill, or disposition.

Vertically Aligned - Curriculum is aligned between grade levels to reduce redundancy and gaps in instruction.

Vision - A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the kind of system that will be needed to deliver the mission of the organization.

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NCA-CASI-North Central Association-Commission on Accreditation and School Improvement. Tempe, AZ. <http://www.ncacasi.org/standard/district>

Scarecrow Press. Lanham, MD. <http://www.scarecroweducation.com>



For more information visit:
Michigan Department of Education
Office of School Improvement
www.michigan.gov/osi

MICHIGAN DEPARTMENT OF EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan Department of Education (MDE) complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan Department of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it received financial assistance from the U.S. Department of Education.

MICHIGAN DEPARTMENT OF EDUCATION TITLE IX COMPLIANCE STATEMENT

The Michigan Department of Education (MDE) is in compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The MDE, as a recipient of federal financial assistance from the United States Department of Education (USDOE), is subject to the provisions of Title IX. MDE does not discriminate based on gender in employment or in any educational program or activity that it operates. Inquiries and complaints regarding Title IX, should be sent to Ms. Roberta E. Stanley, stanleyr@michigan.gov.

Glossary of Terms Used In: Michigan School Improvement Framework, Comprehensive Needs Assessment tools, and District and School Improvement Planning templates

TERM	Definitions as used in School Improvement Framework and Supportive Tools
Accountability	The process by which educators are held responsible for performance or outcomes. These expectations can be set at the classroom, school, district, and/ or state level. Also see internal and external accountability
Accountability System	Each state sets academic standards for what every child should know and learn. Student academic achievement is measured for every child, every year. Then results of these annual tests are reported to the public.
Achievement Gap	The difference between how well low-income and minority children perform on standardized tests as compared with their peers. For many years, low-income and minority children have been falling behind their white peers in terms of academic achievement.
Action Plan (Steps)	An action plan identifies how and when the school improvement plan will be implemented in schools. It supports the goal and objectives, support data, assessments, strategies, interventions, activities, research, staff development, resources, timeline, and persons responsible for implementing the interventions and assessments contained in the school improvement plan. It outlines the steps needed to implement a strategy for achieving an objective.
Active Goal	A goal that is based on current data and determined to be an area of need.
Activity	An educational practice designed to stimulate learning by firsthand experience.
Adequate Yearly Progress (AYP)	An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achieve each year.
Adult Learning Theory	A concept that examines how adults learn. The adult learner assimilates useful information into his/her personal "experience bank"; against which future learning events will be compared and to which new concepts will be related. Unless what is learned can be applied to actual work or life situations, the learning will not be effective or long lasting.
Aggregate	In statistics, data combined from several measurements.
Alignment	Consistency of plans, processes, actions, information and decisions. Consistency between all aspects of a school improvement plan: goals based on data, strategies, interventions based on research and promising practices, activities, professional development that supports the goals is a Michigan requirement...
Alternative Certification	Most teachers are required to have both a college degree in education and a state certification before they can enter the classroom. <i>No Child Left Behind</i> encourages states to offer methods of qualification that allow talented individuals to teach subjects they know.
Alternative Measures of Assessment	See Assessment-Formative
Analysis and Interpretation	The study or determination of the nature and relationship of the parts. Highest level of learning for student success.

Glossary of Terms Used In: Michigan School Improvement Framework, Comprehensive Needs Assessment tools, and District and School Improvement Planning templates

Annual Education Report	Describes the educational achievement status and programs of a school/district. See state school code: PA25.380.1204a for specific requirements of the report.
Applied Curriculum Content	Curriculum content is taught in the courses offered by an educational institution.
Articulated Design	Clearly defined and agreed upon curriculum, and transfer of credit.
Articulation, Horizontal	Communication, policy development, curricular design, instructional coordination, assessment, and/or other coordination within grade levels and/or subject areas.
Articulation, Vertical	Cooperative planning and communication between schools, grade levels, or subject areas, which address policy development, curriculum, instruction, and/or assessment.
Assessment	<p>Instruments used to collect data and evaluate student performance. In order to capture a complete and accurate picture of student achievement, multiple data sources are strongly recommended. A primary purpose of collecting assessment data from multiple sources is to use the data to change instruction. Each assessment must be aligned with at least one of the student performance goals in the school improvement plan. The quality of assessment is described using terms "reliable", "valid", and "fair."</p> <p>Another word for "test." Under <i>No Child Left Behind</i>, tests are aligned with academic standards. Beginning in the 2005-2006 school year, tests must be administered every year in grades 3 through 8 in math and reading. Beginning in the 2007-2008 school year, science achievement must also be tested.</p>
Assessment - Formative	Assessment that occurs concurrently with instruction and is used to provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Examples include teacher observations, upgraded quizzes, graphic organizers and portfolio reviews. Observations which allow one to determine the degree to which students know or are able to do a given learning task. This information can then be used to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice.
Assessment - Summative	Assessment that summarizes what students have learned at the conclusion of an instructional segment (e.g., at the end of the program/course). They tend to be evaluative in nature. Examples include tests, final exams and culminating projects. The purpose is to determine success or to what extent the program/project/course met its goals.
Assessment System	A management system containing a set of assessments that is designed to collect and evaluate data about student performance.
Assessment - Locally Developed	Those assessments developed or administered at the local building level that can also measure the progress students are making toward the school improvement goals.
Authentic Assessment	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Benchmark	A standard by which something can be measured or judged. To measure according to specified standards in order to compare it with and improve one's own product.

Glossary of Terms Used In: Michigan School Improvement Framework, Comprehensive Needs Assessment tools, and District and School Improvement Planning templates

Best Practice	Practices that are based on current research include the latest knowledge and technology and have proven successful across diverse student populations.
Building Maintenance Standards	Codes defined by state and municipal law.
Building-Level Decision Making	See Site-Based
Caregiver	A person who is typically assigned to a Special Education Student to assist with the student's needs to ensure the student's ability to fully participate in the planned educational program of services. (also: assistant, aide)
Challenge	An area of practice or student learning that has been identified as being less than what the school would like it to be.
Change Agent	Someone who behaves in a manner which results in social, cultural or behavioral change.
Charter School	Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They are sponsored by designated local or state educational organizations, which monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools.
Clear Expectations	Detailed expectations that are well-defined and are the desired outcome.
Climate - Community	The prevailing opinions, attitudes, and conditions in a school community pertaining to the improvement of the school educational program.
Climate - School	The prevailing opinions, attitudes, and conditions in the school, pertaining to the total school program and its improvement. Aspects such as learning conditions, safety, the press, and any other conditions affecting student or faculty morale, may be viewed as components of the general condition called climate.
Cohesive Plan	A systemic plan that has elements that are linked and support one another.
Collaboration	Working together with one or more individuals to achieve a common goal.
Collaborative Inquiry	Educators are engaged with each other in reflection and dialogue involving teaching and their impact on student learning.
Communications Tools	Multiple methods of communication such as print, phone, email, etc.
Community Involvement	The community at large is supportive and actively engaged in student learning and other school activities.
Comprehensive Needs Assessment	Systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a school community, that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards. Process that collects and examines information about schoolwide issues and then utilizes that data to determine priority goals, develop an

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	improvement plan, and allocate funds and resources.
Consistency/Reliability (Assessment)	See Reliability.
Content Appropriateness	Classroom lessons are appropriate and aligned with written curriculum.
Content Knowledge	Understanding, knowledge, skills and attitudes related to specific subject-content areas.
Content Standard	What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.
Content Validity (Assessment)	Assessments are aligned with written and enacted curriculum.
Continue Implementation of Restructuring Plan	Schools that are in Phase 6 of NCLB School Improvement. See MDE Adequate Yearly Progress Report for specific requirements under Phase 6.
Continuing Improvement	Schools that are in Phase 2 of NCLB School Improvement. See MDE Adequate Yearly Progress Report for specific requirements under Phase 2.
Continuous Improvement	A process by which staff engages in collaborative inquiry, focused on consistent assessments, monitoring, adjusting, implementing, and evaluating, to increase student achievement.
Contributing Cause(s)	Primary reason, contributing factor, leading cause, for the problem identified.
Core Curriculum	A curriculum or course of study that is deemed central and usually made mandatory for all students of a school or school system, based on state standards. The Michigan core curriculum addresses English language arts, math, science, social studies, and arts education.
Corrective Action	Schools that are in Phase 3 of NCLB School Improvement. When a school or school district does not make adequate yearly progress, the state will place it under a "Corrective Action Plan." The plan will include resources to improve teaching, administration, or curriculum. If failure continues, then the state has increased authority to make any necessary, additional changes to ensure improvement.
Culture	Atmosphere, climate, environment, belief systems, attitudes. The way things are done.
Curriculum	A coherent plan for instruction and learning. Curriculum serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

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Curriculum Alignment	The process of integrating and sequencing what is to be taught between, among, and across grades/subjects. Curriculum alignment occurs when the standards for all learners are agreed upon and written (curriculum), the standards are reflected in the instructional delivery program (instruction), and the learner is assessed to determine if the standards have been achieved.
Curriculum Map	A tool and a way of collecting data for aligning, pacing, and sequencing instruction and assessment in a classroom, grade level, content area, school, district, or all. Curriculum maps, which are calendar based, show what students are learning in classrooms. Curriculum maps can be used to ensure vertical and horizontal alignment of school or district curriculum. Delineation of the instructional program within building or district. It includes learning objectives, essential content, resources, assessment tools, pacing guides, and process.
Data	Factual information, especially information organized for analysis or used to reason or make decisions.
Data Analysis	Examination of findings to determine and describe possible causes or reasons for the outcomes presented in the findings.
Data Baseline	Student performance data collected at or near the beginning of a cycle, before strategies and interventions and action plans have been implemented.
Data-Driven Culture	When the atmosphere and culture within a building or district is driven and supported by data.
Data Findings	A presentation of the data without judgmental comments.
Data Implications	The logical inferences that are suggested as a result of the analysis of findings. Implications lead to the creation of task lists: actions that must be taken as a result of the implications.
Data-Based Decision Making	Analyzing existing sources of information, (class and school attendance, grades, test scores, portfolios, surveys, and interviews to make decisions. The process involves organizing and interpreting the data, creating action plans, and monitoring the effect actions have when implemented.
Data Systems	A way to collect, store, analyze, and report on data.
Delivered Curriculum	Curriculum that is actually being taught in the classroom.
Deploy	To put into action or implement.
Demographic Indicators	Describes the students who are included in the outcome data. This type of data gives us information, such as minority student achievement, Limited English Proficiency student achievement, attendance rates, mobility rates, and socioeconomic status of students. This is the type of data that tells you whether you have equity within the outcome measures. The statistical characteristics of human populations (e.g., age, race/ethnicity, experience, socioeconomic status). These statistics help describe the students who receive the outcome/performance scores.
Developmental	Curriculum that is appropriate for the level and needs of all students.

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Appropriateness	
Differentiated Instruction	A process to deliver instruction for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is along the learning continuum, and assisting in the learning process.

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Disaggregated Data	"Disaggregate" means to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child's school. The process of breaking down data into smaller subsets in order to more closely analyze performance, disaggregation is an analysis tool that lets you determine whether there is equity on outcome measures, whether different groups of students are performing similarly on the outcomes.
Dispositions	Attitudes, aptitudes.
Diversity	Differences among groups of people and individuals, based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.
Education YES!	A E ducational Y ardstick for E xcellent S chools is the State of Michigan accreditation program for public schools and public school academies. EdYES!
Effective Use of Technology	See Instructional Technology.
Elementary and Secondary Education Act (ESEA)	ESEA, enacted in 1965, is the principal federal law affecting K-12 education. The <i>No Child Left Behind</i> Act is the most recent reauthorization of the ESEA.
Eligible Target Student	Student identified for specific program services interventions. See specific program/grants for eligibility criteria.
Enacted Curriculum	See definition for Delivered Curriculum.
Enhance Professional Practice	Improve Staff Efficiency and Effectiveness.
Environmental Scan Data	Information or data about society and the world that faculty may use to determine the skills and knowledge students will need after leaving their school.
Equitable & Inclusive	Providing all students with equal access to curriculum and learning opportunities.
Essence/Elements	The essence of the goal defines what a school will work on to improve student achievement, or clearly describes points of emphasis related to the goal. Strategies/interventions and activities directly address the identified gaps in learning that are outlined from these points of emphasis of the goal.
Evaluation of School Improvement Plan Annually	Improvement plan evaluation is carefully collecting information about the strategies and actions contained in a plan or some aspect of the plan, in order to make necessary decisions about effectiveness of those strategies and action on improvement of student achievement. The improvement plan evaluation can take place in the spring or fall, but should be done each school year in order to amend the improvement plan to ensure greater student achievement.

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Evaluation Process	See Assessment System.
External Accountability	Standards imposed from outside sources on an organization.
Facilitate	To make easier, help bring about.
Flexibility	Refers to a new way of funding public education. The <i>No Child Left Behind</i> Act gives states and school districts unprecedented authority in the use of federal education dollars in exchange for strong accountability for results.
Formal Assessment	This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme, by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme.
Gap Analysis	An analysis of the gap between where you are and where you want to be - a deficiency assessment.
Goal (academic)	Based on a careful analysis of data, a goal defines the priority area(s) for a school/district's improvement initiatives.
Goal (essence)	The conceptual basis of the goal which clarifies the specific skills, knowledge and outcomes that are the specific focus of the plan. Essence is sometimes referred to as an objective or sub-goal or "smart goal."
Grade Level Content Expectation (GLCE)	Outline of learning expectations that are used to drive grade level assessments based on state standards and benchmarks.
Highly Qualified Teacher	A requirement that all teachers in Michigan meet specific guidelines, as outlined in NCLB and PA25, to be considered highly qualified. Visit http://www.michigan.gov/opps to review current information. Once demonstrated and documented that a teacher meets all the requirements, a teacher gains Highly Qualified Status for the position in which they are assigned to teach.
Homeless	According to the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11435(2), "Sec. 725. Definitions – For purpose of this subtitle - ... (2) The term 'homeless children and youths' – (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and (B) includes – (I) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (I) through (iii)."

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Horizontally Aligned	Compatible across grade or subject.
Identified for Improvement	Schools that are in Phase 1 of NCLB School Improvement. See MDE Adequate Yearly Progress Report for specific requirements under Phase 1.
Immigrant	Immigrant students are children and youth who are: age 3 through 21; not born in any state; and who have not been attending one or more schools in one or more states for more than three full academic years.
Implementation of Restructuring Plan	Schools that are in Phase 5 of NCLB School Improvement.
Informal Assessment	This type of assessment allows the teacher to evaluate all the students systematically on the important skills and concepts in the theme by using real reading and writing experiences that fit with the instruction. In other situations, or for certain students, teachers might use a skills test to examine specific skills or strategies taught in a theme. Notes or checklists to record their observations from student-teacher conferences or informal classroom interactions can also be informal assessments.
Instruction	The decisions and actions of teachers before, during, and after teaching to increase the probability of student learning.
Instructional Activities	Learning activities which support classroom instruction.
Instructional Delivery	The method used to convey information/message focused on increasing students' acquisition of knowledge and skills.
Instructional Leadership	School leaders create and sustain a context for learning that puts students' learning first.
Instructional Support	Leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction based on student achievement data and information.
Instructional Technology	Incorporating effective technology strategies to enhance teaching and learning.
Instructional Time	Instructional time refers to the portion of the school day that is allocated to instruction. The total quantity and quality of time spent or dedicated to instruction, within or across days. The instructional time includes all time spent teaching and all time spent responding.
Intentional Processes	Thoughtful, deliberate step-by-step processes designed to explicitly carry out a goal.
Internal Accountability	Practices and Protocols created by the organization to hold themselves accountable using their own internal standards.
Job Embedded	Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences and have shared dialog about their insights.
Key Characteristic	Descriptive statements that define the benchmarks contained in the School Improvement Framework.

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Leadership	Leadership means shared or distributed leadership. It is not limited to the titled leader of a school. It refers to those individuals who are recognized as carrying out leadership activity focused on school improvement. (Also referred to as Distributive Leadership).
Learning Community	A professional community of learners, in which the teachers, administrators, and support staff in a school continuously seek knowledge and share learning and then act on what they learn to improve and enrich their effectiveness as content providers and instructional coaches.
Learning Focused	Focused on the process of students acquiring knowledge, skills, attitudes, or values, through study.
Learning Style	A learning style is the method of learning, particular to an individual, that is presumed to allow that individual to learn best. It has been proposed that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.
Limited English Proficient (LEP)	Students who: are born outside the United States or whose native language is other than English; are ages 3 through 21 enrolled in elementary or secondary schools; have difficulty speaking, understanding, reading, or writing English; are Native Americans or are Alaska Natives; or are migratory students whose language is not English.
Local Education Agency (LEA)	A public board of education or other public authority within a State, which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.
Longitudinal Data	Data/information about school, and students, that is collected over multiple years for comparison purposes.
Maintenance Goal	A goal that current data does not indicate is an area of need, but one that requires continued resource support to ensure that current levels of achievement are maintained and/or improved.
Michigan Curriculum Framework (MCF)	The Michigan Curriculum Framework is a resource for helping Michigan's public and private schools design, implement, and assess their core content area curricula. The content standards identified in this document are presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education. They represent rigorous expectations for student performance, and describe the knowledge and abilities needed to be successful in today's society. When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement.
Mission Statement	A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the school/district with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.
Model	One serving as an example to be imitated or compared.
Multiple Measures of Data	Data that comes from multiple sources, such as: Demographic, Perception, student learning, and school system processes.

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Multiple Sources of Data	Data that is derived from more than one source of data/information. See Assessment System, Data-Based Decision Making, and Triangulation.
National Assessment of Educational Progress (NAEP)	An independent benchmark, NAEP is the only national continuing assessment of what American students know and can do in various subject areas. Since 1969, The National Center for Education Statistics has conducted NAEP assessments in reading, mathematics, science, writing, U.S. history, geography, civics, and the arts.
No Child Left Behind Act of 2001 (NCLB)	No Child Left Behind (NCLB). This law redefines the federal role in K-12 education and is aimed at closing the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principals: stronger accountability for results; increased flexibility and local control; expanded options for parents; and an emphasis on teaching methods that have proven to work. See www.nochildleftbehind.gov
Objective	Linked to goals. They identify the knowledge, skills, outcomes and results that are measurable, observable and quantifiable.
Operational & Resource Management	School leaders organize and manage the school to support teaching and learning.
Opportunities for Structured Job Learning	See Job-embedded Learning.
Outcome Indicators	Outcome data tells us what the students learned; and what they achieved. Outcome data paints the performance picture. These are the kinds of data that tell us what percentage of students passed the state writing test, and the percentage of students receiving E/F's in their classes, etc. These data pieces tell you how student achievement is going. This is the type of data that indicates whether or not there is quality in your classroom, school, or district. Data that reports the outcomes or performance of the achievement results of students.
Outside Expert	Individual who has specific knowledge, skills, and abilities that are external to the organization.
Pedagogy	Generally refers to strategies of instruction, or a style of instruction.
Perception Data	Information collected that will indicate how stakeholders feel about something – data is usually gathered through survey/interview format.
Planning for Restructuring	Schools that are in Phase 4 of NCLB School Improvement.
Parent Involvement Strategies	Activities/interventions that allow for the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives.
Planning Team and Roster	Roster is the list of team members. The principal, a school leader, or a district official usually convenes a small representative group from the school to begin preplanning. The team should include widely respected individuals who know and have the confidence of the school's various constituency groups. This group, and the planners it appoints, should be committed to the concept of whole-school reform and should recognize the possibilities for children. Usually, the preplanning group includes the principal

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	or his or her designee; teachers; parents and/or community leaders; and if appropriate, students (secondary level).
Professional Development/Learning	A process designed to enhance or improve specific professional competencies or the overall competence of a teacher.
Professional Learning Community	Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit.
Process Indicators	Process data is power data. This is the type of data that gives you clues to why students achieved at the level they did. If student achievement in writing is low, you might look at data that tells you the types of writing that students do, or the percentage of time they spend writing, or the results of an alignment report of the school writing curriculum to that of the state's curriculum. You'll most likely choose to look at a variety of process data. This is important data to review because this is the data that is at the heart of change in the classroom, school, or district. This is the data that impacts outcome/performance data. Data pieces that get at the essence of change because they represent whatever is producing the outcome data/indicators. Examples of process indicators include curriculum alignment results, percentage of teachers trained in a specialized strategy, amount of time students spend learning, and more.
Public Act 25	A set of education initiatives intended to improve the educational programs and outcomes for all students in Michigan schools by requiring all schools to engage in a process of planning for continuous school improvement.
Public School Choice	Students in failing schools will have the option to transfer to better public schools in their districts. The school districts will be required to provide transportation to the students. Priority will be given to low-income students.
Reflection & Refinement	Analysis and evaluation of practices for the purpose of improvement.
Reliability (Assessment)	The degree to which an assessment or instrument consistently measures an attribute such as a skill, disposition, knowledge.
Remedial Strategies	Low achieving and under-served.
Resource Integration	Coordination and use of Federal, State, and local services and programs to support school improvement goals, strategies and action steps.
Results Driven Instruction	Instruction informed by student achievement data and focused on results.
Retrievable Data	Data that is useful and accessible.
Revised Goal	Revised Goals indicate changes from original goals as stated in the submitted plan.
Role of Adult and	The school improvement plan addresses how the school and district utilize/leverage/partner with adult

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Community Education, Libraries and Community Colleges	and community education, libraries, and local community college.
Rubric	An established and written set of criteria for scoring or evaluating one's performance in relationship to the established criteria. A method of measuring quality using a set of criteria with associated levels of performance.
S.M.A.R.T. Goals	Specific: Who? What? Where? Measurable: How will the goals be measured? Attainable: Is the goal realistic, yet challenging? Results-oriented: Is the goal consistent with other goals established and fits with immediate and long rang plans? Time-bound: Is it trackable and does it allow for monitoring of progress?
Scaffolding	An instructional technique by which the teacher breaks a complex task into smaller tasks, builds on students' prior knowledge, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.
School Culture & Climate	School culture and climate refers to the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways.
School Improvement	A continuous, collaborative process through which staff/stakeholders identify strengths and weaknesses of the entire school operation, and use that information as a basis for making positive changes in deliberate, cohesive, observable and measurable student outcomes. (Also see Goals and Strategies).
School Improvement Plan	A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal; the strategies and interventions for each goal, and the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data. See Michigan Compiled Law (MCL) 380.1277 for details regarding the requirements. Visit http://www.legislature.mi.gov for more information.
School Improvement Team	The job of this team is to develop, implement and monitor the school's improvement plan. The team is comprised of a representative group of people from the school and community. Each school improvement team has a chairperson or co-chairs assigned to coordinate the activities of the committee. The committee ensures that all components of the process are addressed and that tasks are completed in a timely fashion. Specific membership requirements can be found in MCL 380.1277. For Title I schools, parents of Title I students and Title I staff will need to be represented on the school improvement team/steering committee.
Scientific-Based Research	Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning.

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Shared Leadership	A condition in which structures and processes exist to support leadership in which all staff have ownership and responsibility decisions about student learning.
Site-Based Decision Making	An approach to running a school involving the staff in all important decisions. This includes curriculum, schedules, finances, facilities, and resources.
Social Economic Status (SES)	Refers to the income level of the student's family.
Staff Development	See Professional Development/Learning.

Glossary of Terms Used In: Michigan School Improvement Framework, Comprehensive Needs Assessment tools, and District and School Improvement Planning templates

Staff Development - Aligned	A planned program of learning for staff that is directly related to the goals, strategies, and interventions in the school improvement plan. The program includes, but is not limited to, seminars, workshops, and staff meeting and learning activities that can take place in classrooms.
Staff Development - Job Embedded	Learning that occurs while teachers and administrators engage in their daily work. While simultaneously performing their job duties, participants learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another.
Stakeholder	An individual or group with an interest in the success of students and the school/district in delivering intended results and maintaining the viability of the school/district's services. Stakeholders influence the system, programs, and services. Staffs, parents, students, business community members and staff of educational institutions are examples.
Standard	A basis of comparison; an approved model that contains uniformity in a measure .
Standards Alignment	The process of assuring curriculum is aligned with state standards and content expectations.
State Educational Agency (SEA)	The agency primarily responsible for the State supervision of public elementary and secondary schools.
Strand	Clusters of related content standards often representing disciplines (geometry, physical science, or history), or a cross-cutting theme (inquiry).
Strategy/Intervention	Specific, planned, research-based programs and instructional actions that focus on maximizing each student's growth and individual success. Something that is done to or with students to develop a specific result with students. Strategies are also a means to an end, specifically something to be done to accomplish the goal and objective.
Structured On-The-Job Learning	Structured learning experiences such as mentorships, internships, job shadowing, project-based learning, and field trips, to help students connect the knowledge and skills they learn in school to real-world contexts through applied academics and contextual teaching.
Student-Centered	Approach to instruction focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators.
Student Engagement	Students are actively interested and involved in learning.
Student Portfolios	A personal collection of information describing and documenting a student's achievements, learning, and goals.
Sub Goals	Incremental objectives to reach main goal.
Supplant	Substituting or replacing funds from non-federal sources (state/local) for existing programs or previously existing instructional programs, or non-instructional services. Substituting or replacing funds from other federal/state funds required by law for specific categories of students.

Glossary of Terms Used In: Michigan School Improvement Framework, Comprehensive Needs Assessment tools, and District and School Improvement Planning templates

Supplement	Provide services and resources beyond the basic educational program. Implies – in addition to – over and above.
Supplemental Educational Services	Tutoring or academic assistance that is provided to eligible students from a state approved provider. Parents can choose the appropriate services for their child from a list of approved providers. The school district will purchase the services. A condition of School Improvement Phases.
Support Professionals	Certified teachers who support classroom instruction, e.g. social workers, content area specialists, etc.
System Processes & Protocols of Practices	The ways in which an educational environment conducts its work. The policies, procedures and methods in which staff functions to support student academic achievement.
Target Student	See eligible student.
Teacher Involvement in Assessment Decisions/Selections	See Site-Based Decision Making.
Teacher Quality	To ensure that every classroom has a highly qualified teacher, states and districts around the country are using innovative programs to address immediate and long-term needs, including alternative recruitment strategies, new approaches to professional development, financial incentive programs, partnerships with local universities, and much more.
Technical Assistance	Provision of support in specific areas by someone who is highly trained in that specific area.
Technology Integration	The use of computers to support the planning and delivery of teaching and learning activities.
Title I	The first section of the ESEA, Title I refers to programs aimed at America's most disadvantaged students. Title I, Part A provides assistance to improve the teaching and learning of children to meet challenging State academic content and performance standards. Title I reaches about 12.5 million students enrolled in both public and private schools.
Transfer Option	Refers to the parent/legal guardian's right to transfer an eligible student from a failing school to another school within the district that is not failing (AYP).
Transferability	A new ESEA flexibility authority that allows states and local educational agencies (LEAs) to transfer a portion of the funds they receive under certain Federal programs to other programs that most effectively address their unique needs to certain activities under Title I.
Transition Plans	Action plan and strategies to address the transition of children from preschool to kindergarten, into special education, and from grade to grade and from grade level to grade level.
Triangulation	Comparison of multiple data sources to determine strengths and weaknesses of a school's performance. Triangulation assures that school improvement decisions will not be made from a single assessment.
Utilization of Community Resources and Volunteers	See Community Involvement.
Validity (Assessment)	The degree to which an assessment accurately measures intended attributes, such as content knowledge, skill, or disposition.

Glossary of Terms Used In: Michigan School Improvement Framework, Comprehensive Needs Assessment tools, and District and School Improvement Planning templates

Vertically Aligned	Curriculum is aligned between grade levels to reduce redundancy and gaps in instruction.
Vision	A statement that describes what the school hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.
Volunteers	People who perform or offer to perform a service without pay or fiscal compensation.
	Terms specific to the Web Site for completion of a Comprehensive Needs Assessment (CNA)
CNA Open Date	The date that the Comprehensive Needs Assessment (CNA) screens are made available for submittal by schools. Currently defined to be on or around September 15 th .
CNA Due Date	The date by which the CNA must be submitted by the schools each year. Currently defined to be March 15 th unless the 15 th is a weekend date, in which case it changes to the Monday following the weekend.
CNA Status	The status of a CNA report at any given time. Valid status values are Open, In Progress, Submitted, Returned, Report Review In Progress, and Transmitted.
Open Status	The status of a CNA report after it has been opened but before it has been saved in progress or submitted.
In Progress Status	The status of a CNA report after it has been saved in progress by a school.
Submitted Status	The status of a CNA report after it has been submitted by a school, but before it has been reviewed by the district.
Returned Status	The status of a CNA report after it has been returned for revisions by the district.
Report Review In Progress	The status of a CNA report after it has been marked as under review by the district.
Transmitted Status	The status of a CNA report after it has been accepted by the district and transmitted to the state.
LEA	Local Educational Agency (includes ISDs and RESAs).

Listing of Grant Resources Contained in No Child Left Behind

ELEMENTARY & SECONDARY EDUCATION

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